REPORT RESUMES

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STANDARD TERMINOLOGY FOR INSTRUCTION IN STATE AND LOCAL SCHOOL SYSTEMS, AN ANALYSIS OF INSTRUCTIONAL CONTENT, RESOURCES, AND PROCESSES, (THIRD DRAFT - FOR SELECTED DISTRIBUTION).

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DESCRIPTORS- *VOCABULARY, *INFORMATION SYSTEMS, *SCHOOL SYSTEMS, RECORDS (FORMS), *ADMINISTRATOR GUIDES, *SCHOOL ADMINISTRATORS, FEDERAL PROGRAMS,

THIS HANDBOOK FOR STATE AND LOCAL SCHOOL SYSTEMS WAS PREPARED TO PROVIDE A GUIDE FOR ITEMS OF INFORMATION USED IN KEEPING RECORDS AND MAKING REPORTS ABOUT CURRICULUM AND INSTRUCTION. IT IS CONCERNED WITH DESCRIBING INSTRUCTION IN ELEMENTARY SCHOOLS, SECONDARY SCHOOLS, JUNIOR COLLEGE, AND ADULT SCHOOLS OR OTHER ADULT-EDUCATION ORGANIZATIONS. IT CLASSIFIES AND DEFINES SPECIFIC ITEMS OF INFORMATION ABOUT THE ORGANIZATION, ADMINISTRATION, CONTENT, RESOURCES, AND PROCESSES OF INSTRUCTION AND INCLUDES RELATED TERMINOLOGY. THE HANDBOOK WAS DEVELOPED SO ITEMS PRESENTED WILL BE COMPARABLE WHEREVER COLLECTED, MAINTAINED, AND REPORTED BY DISTRICTS AND BY OTHER UNITS OPERATING SCHOOLS. INSTRUCTIONS DIRECTED TOWARD USERS OF THE HANDBOOK STATE THAT COLLECTING OF INFORMATION SHOULD BE DONE ON THE BASIS OF THE DEFINITIONS PROVIDED IN THIS HANDBOOK, AND REPORTING SHOULD BE DONE ON THE BASIS OF THE HANDBOOK TERMINOLOGY. WHEN USED IN THIS WAY, THE HANDBOOK CAN PROVIDE A FOUNDATION FOR RECORDS AND REPORTS ABOUT CURRICULUM AND INSTRUCTION AT THE LOCAL, STATE, AND NATIONAL LEVELS, AND CAN PROVIDE A MEANS FOR ACCURATELY RECORDING, TRANSMITTING, AND INTERPRETING INFORMATION ABOUT CURRICULUM AND INSTRUCTION. (AL)

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FOR SELECTED DISTRIBUTION
A draft prepared for use in review conferences and field testing in operational settings, and for distribution to selected educational institutions, agencies, and associations.

THIRD DRAFT

STANDARD TERMINOLOGY FOR INSTRUCTION IN LOCAL AND STATE SCHOOL SYSTEMS

AN ANALYSIS OF INSTRUCTIONAL CONTENT, RESOURCES, AND PROCESSES

State Educational Records and Reports Series: Handbook VI
(Preliminary Edition)

THE COOPERATIVE PROJECT FOR STANDARDIZATION OF TERMINOLOGY IN INSTRUCTIONAL PROGRAMS OF LOCAL AND STATE SCHOOL SYSTEMS

AA000182

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
May 1967

COOPERATING ASSOCIATIONS

providing assistance in all parts of the handbook and throughout the project--from inception to completion

American Association of Junior Colleges
American Association of School Administrators
American Personnel and Guidance Association
American Vocational Association, Incorporated
Association for Childhood Education International
Association for Supervision and Curriculum Development
Council for Exceptional Children
Council of Chief State School Officers
Department of Classroom Teachers of the NEA
Department of Elementary School Principals of the NEA
National Association for Public School Adult Education
National Association of Secondary-School Principals
National School Boards Association, Incorporated

State Educational Records
and Reports Series:
Handbook VI (Preliminary Edition)

STANDARD TERMINOLOGY FOR INSTRUCTION IN STATE AND LOCAL SCHOOL SYSTEMS,
An Analysis of Instructional Content, Resources, and Processes
(Third Draft - For Selected Distribution)

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Educational Records and Reports

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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For this draft of the handbook of terminology for curriculum and instruction, we wish to acknowledge the contributions made thus far by the organizations whose names are listed below. The final comprehensive publication will include, in addition, the names of individuals taking part at conferences as representatives of these organizations.

Alexander Graham Bell Association for the Deaf, Inc.
American Association for Health, Physical Education, and Recreation
American Association of Instructors of the Blind
American Association of Junior Colleges
American Association of School Administrators
American Association on Mental Deficiency
American Foundation for the Blind
American Historical Association
American Hospital Association
American Industrial Arts Association, Inc.
American Mathematical Society
American Musicological Society
American Personnel and Guidance Association
American Political Science Association
American Speech and Hearing Association
American Technical Education Association
American Vocational Association, Inc.
Association for Childhood Education International
Association for Supervision and Curriculum Development
Children's Bureau, Welfare Administration, Department of
 Health, Education, and Welfare
Commission on Undergraduate Education in the Biological Sciences
Conference of Executives of American Schools for the Deaf
Convention of American Instructors of the Deaf
Council for Exceptional Children
Council for Distributive Teacher Education
Council of Chief State School Officers
Department of Classroom Teachers of the NEA
Department of Elementary-Kindergarten-Nursery Education of the NEA
Department of Elementary School Principals of the NEA
Distributive Education Clubs of America
Joint Council on Economic Education
Modern Language Association of America
Music Educators National Conference (NEA)
National Art Education Association
National Association for Mental Health
National Association for Public School Adult Education
National Association for Retarded Children
National Association of Distributive Education Teachers
National Association of Secondary-School Principals

National Association of State Directors of Special Education
National Association of State Supervisors for Distributive Education
National Business Education Association
National Council for Geographic Education
National Council for the Social Studies
National Council of Teachers of English
National Council of Teachers of Mathematics
National Health Council
National School Boards Association, Inc.
National Science Teachers Association
National Society for Crippled Children and Adults
National Society for the Prevention of Blindness, Inc.
Office of Economic Opportunity
Office of Education, Department of Health, Education, and Welfare
Research Division, National Education Association
Speech Association of America
United Business Schools Association

CHAPTER 1

INTRODUCTION

This handbook is a guide for local and State school systems for items of information used in keeping records and making reports about curriculum and instruction. It classifies and defines specific items of information about the organization, administration, content, resources, and processes of instruction and includes additional related terminology. In so doing, the handbook is concerned with describing instruction in elementary schools, secondary schools, junior colleges,[1] and adult schools or other adult education organizational arrangements.

Three basic criteria--need, communication, and reasonableness--were used as guides in the selection of each item for inclusion in this handbook. According to these criteria, each item provides information that (1) may be important to and needed by local school systems for the effective operation of their schools, (2) may be needed for the exchange, reporting, or storage of information about pupils and their studies, staff members and their assignments, and schools and school systems and their approval and accreditation, or for comparisons of information about curriculum and instruction, and (3) can be collected and maintained as a record with reasonable effort.

The items of information presented in this handbook should be comparable wherever collected, maintained, and reported by local school districts and other units operating schools. Collecting of information should be done on the basis of the definitions included in the handbook, and reporting done on the basis of the handbook terminology. Thus, these items may provide the foundation for records and reports about curriculum and instruction at the local, State, and national levels, and provide a means for accurately recording, transmitting, and interpreting information about curriculum and instruction.

Benefits of Standardized Information About Curriculum and Instruction

The universal use of the terminology in this handbook can improve the quality of education by facilitating meaningful evaluation, realistic planning, and efficient operation of educational systems throughout the

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[1] A definition for "junior college" is included on page 92.

United States. It can result in improved decision making capabilities in areas such as administration, guidance of individual pupils, curriculum improvement, and instruction.

The standardized terminology in this handbook provides a basis by which items of information about curriculum and instruction can be recorded, reported, and studied adequately. When such information is used, records and reports may be prepared with greater speed, accuracy, and flexibility.

Universal or at least wide use of the items of information in this handbook, accurately recorded at their source, will result in the advantages of

- a sounder basis for describing and evaluating administrative, organizational, and teaching practices;
- a greater quantity of significant information to guide local, State, and national authorities in determining educational needs and policies;
- easier and more reliable reporting to the public on the condition and progress of education;
- ease in utilizing local administrative information in reports to State agencies (facilitated by the use of electronic data processing equipment);
- greater consistency in the kinds of information accompanying pupils who transfer from one school or school system to another, or from a secondary school to a college;
- greater comparability of information about instructional programs within the various communities and States;
- greater accuracy in the summaries of information compiled by local, State, and national offices; and
- more favorable conditions for research and use of research data.

What is more, reports based on these items of information will not only merit the full confidence of their users but will be more easily interpreted and more useful.

Within a local or State school system, standardized items of information recorded on manual forms may be readily compared and combined with the same standardized items of information processed by automatic data processing systems. Further, the use of standardized items of information is essential to the orderly and efficient conversion from manual to automatic data processing. In such a conversion, the adoption of standard classifications and terminology is a necessary first step, whether a school system plans to initiate or to extend automatic data processing for an individual school or for the entire school system.

Basic definitions

In this handbook, the term instructional program is defined as the totality of the curriculum and its implementation in a school system or school.

The curriculum is considered to encompass the instructional activities planned and provided for pupils by the school or school system. The curriculum, therefore, is the planned interaction of pupils with instructional content, instructional resources, and instructional processes for the attainment of predetermined educational objectives.

Figure 1 illustrates these relationships. It shows the way in which

- educational objectives are derived from identified needs,
- an organizational arrangement is developed or utilized for achieving these objectives, and
- pupils are brought into the environment of this organizational arrangement (usually a school) where they interact with the content, resources, and processes of instruction.

Instruction includes the activities dealing directly with the teaching of pupils and with improving the quality of teaching. Teaching, the major aspect of instruction, may be provided for pupils in a classroom of a school or in another location such as in a home or hospital; it may be provided by direct pupil-teacher interaction or through some other approved medium such as television, radio, telephone, and correspondence.

The purpose of instruction is to enhance learning. For this handbook, however, the items of information were selected to describe that which is provided for pupils as instruction rather than that which is acquired by pupils as learning.

In summarizing the meaning of the two terms curriculum and instruction, one might consider that the curriculum is what is taught, and instruction is how it is taught.

A pupil is defined in this handbook as an individual for whom instruction is provided in an educational program under the jurisdiction of a school or school system. No distinction is made between the terms pupil and student; the term pupil is used here to include individuals at all organizational levels.

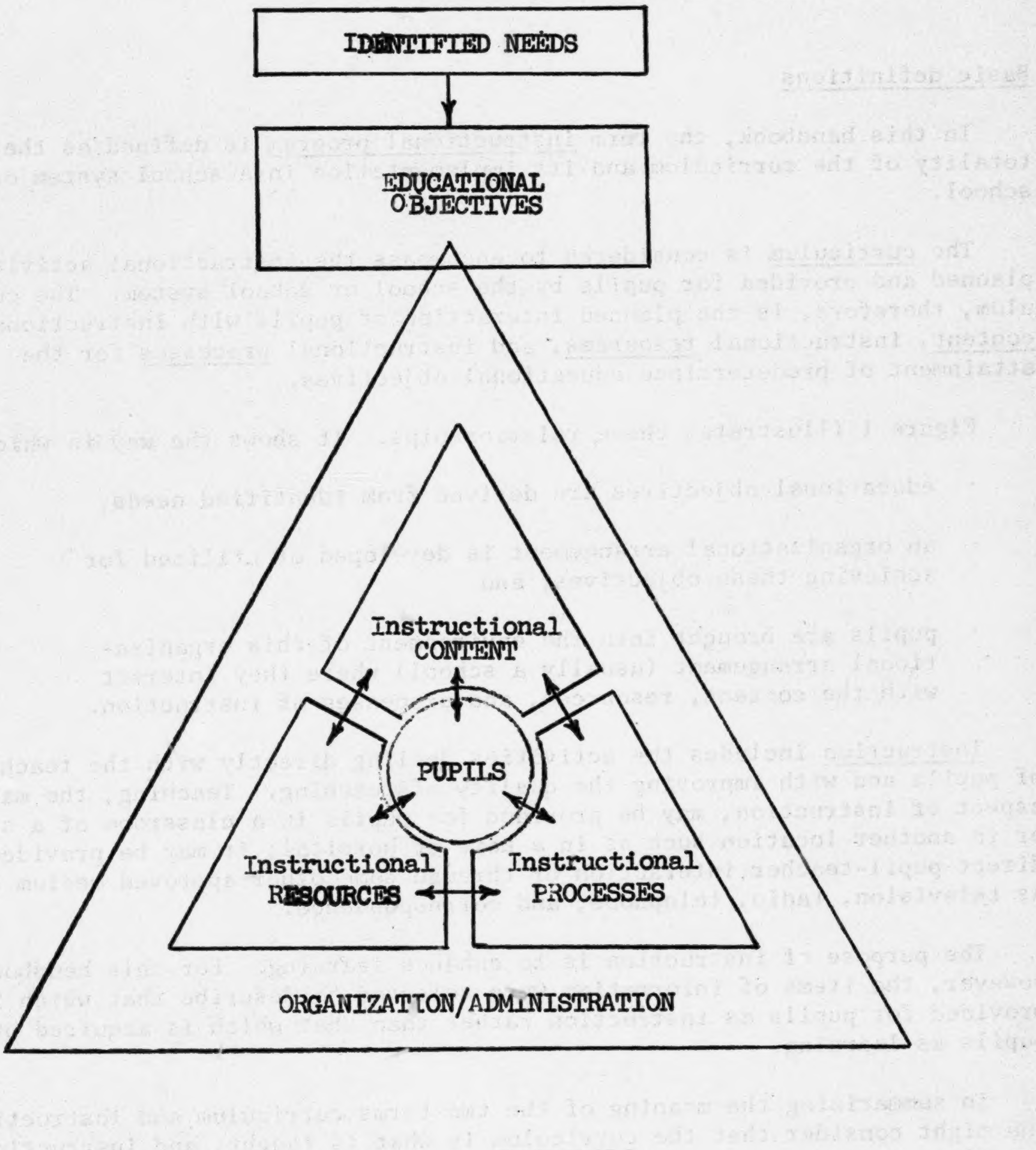
IDENTIFIED NEEDS
EDUCATIONAL OBJECTIVES
Instructional CONTENT
PUPILS
Instructional RESOURCES
Instructional PROCESSES
ORGANIZATION/ADMINISTRATION

Figure 1--Some aspects of curriculum and instruction and their interrelationships

Content of This Handbook

This handbook provides three principal kinds of information: (1) items of information about the organization, administration, content, resources, and processes of instruction; (2) items of information about the subject matter of the curriculum; and (3) information about related terminology and other considerations.

Items of information about the organization, administration, content, resources, and processes of instruction are classified in detail in chapter 2; definitions are presented in chapter 3. An outline of the major classes of items in chapter 2 follows:

ITEMS DESCRIBING A SCHOOL SYSTEM	(1 00 00 Series)
ITEMS DESCRIBING A SCHOOL	(2 00 00 Series)
ITEMS DESCRIBING A PROGRAM OF STUDIES	(3 00 00 Series)
ITEMS DESCRIBING A SELF-CONTAINED CLASS, COURSE, OR COCURRICULAR ACTIVITY	(4 00 00 Series)
ITEMS DESCRIBING A SECTION OR INSTRUCTIONAL SERVICE ACTIVITY	(5 00 00 Series)

The manner in which items of information are organized within these major classes is illustrated in Figure 2. (This chart is reproduced in greater detail on page 644.)

Figure 2.--Broad categories of information, by level of organization

CATEGORY OF INFORMATION	LEVEL OF ORGANIZATION				
	School System	School	Program of Studies	S/c Class Course C/c Act'y	Section Service
Organization/administration...					
Instructional Content.........					
Instructional Resources.......					
Instructional Processes.......					
Summary Information..........					

The definitions of chapter 3 are organized according to the categories of information--shown in the first column of Figure 2--which are expanded according to the following outline:

Organization/administration
- 01-Specifications
- 02-Identification
- 03-Placement (grades, years, ages)
- 04-Level of difficulty or ability
- 05-Approval and/or accreditation
- 06-Time schedule
- 07-Evaluation and curriculum improvement
- 08-Evaluating and reporting pupil progress
- 09-Pupils served
- 11-Entrance
- 12-Progress and promotion practices
- 13-Completion practices
- 14-Instruction

Instructional Content
- 21-Subject matter
- 22-Treatment of content
- 23-Planned instructional outcomes for pupils

Instructional Resources
- 31-Staff members
- 32-Services supporting instruction
- 33-Community resources
- 34-Location of instruction (or service)
- 35-Facilities
- 36-Instructional equipment and supplies

Instructional Processes
- 41-Structure of program of studies or course
- 42-Medium of instruction (or direction)
- 43-Methods of instruction (or direction)
- 44-Other procedures for instruction (or direction)

Summary Information
- 51-Schools
- 52-Facilities
- 53-Programs of studies
- 54-Services
- 55-Pupil membership
- 56-Staff members
- 57-Courses
- 58-Cocurricular activities
- 59-Sections

Other Information (99)

Items of information about the subject matter of the curriculum are classified in detail in chapter 4; descriptions and definitions are presented in chapter 5. The following are the 20 curriculum areas presented in these two chapters:

01. Agriculture
02. Art
03. Business
04. Distributive Education
    (Distribution and Marketing)
05. English (Language Arts)
06. Foreign Languages
07. Health Occupations Education
08. Health and Safety Education, Driver
    Education, Physical Education,
    and Recreation
09. Home Economics
10. Industrial Arts
11. Mathematics
12. Music
13. Natural Sciences
14. Office Occupations
15. Social Sciences/Social Studies
16. Technical Education
17. Trades and Industrial Occupations
18. General Elementary Education and
    General Secondary Education
19. Differentialized Curriculum for
    Handicapped Pupils
20. Cocurricular Activities

It may be noted that these 20 areas include 17 specific subject matter areas and one curriculum area devoted to each of the following: general elementary and general secondary education, unique content for handicapped pupils, and cocurricular activities. Of the 17 specific subject matter areas, 7 are frequently identified as occupational areas: Agriculture, Distributive Education (Distribution and Marketing), Health Occupations Education, Home Economics, Office Occupations, Technical Education, and Trades and Industrial Occupations.

Thus, this handbook serves primarily to identify and define items of information which can be used to describe aspects of curriculum and instruction. As an aid to using these items, chapter 6 "Information About Curriculum and Instruction" illustrates how these items may be used in developing records and reports. An alphabetical glossary of terms, including measures relating to curriculum and instruction, is found in chapter 7. An alphabetical index also is included in the handbook.

Because it is not devoted to record keeping and reporting systems, this handbook touches only briefly on procedures for collecting, processing, and using information about curriculum and instruction. Comprehensive materials illustrative of machine or computer programing, data flow charts, collection forms, and card and tape layouts for data processing will be useful to or needed by local school systems and State education agencies when they begin to put this handbook into use.

Adapting This Handbook to Local Records and Reports Systems

The items of information presented and defined in this handbook have been identified as highly desirable for the efficient operation of most schools and school systems throughout the country. However, the needs for educational information vary from State to State and from school system to school system. For this reason, many schools and school systems may desire to maintain information which is more detailed than that included in this handbook.

This handbook makes provisions in chapters 2 and 3 for the varying information needs of schools and school systems in the following manner:

> Recommended items. The handbook recommends that a number of items of information about curriculum and instruction should be collected and maintained in comparable form for given types of instructional programs in all the school systems throughout the country where they are applicable.
>
> Optional items. The handbook identifies a number of additional items of information which may be collected and maintained for given types of instructional programs at the option of a school or school system. If collected and maintained, these items should have the handbook definitions so that this additional information can be correctly interpreted and so that statistical information about a given school or system will be comparable with similar information about other schools and school systems.
>
> The recommendations of this handbook are not intended to restrict the amount of information maintained. Schools and school systems should maintain whatever additional information they find necessary, maintaining a compatibility with the classifications and definitions of the handbook.
>
> Finally, no item of information in this handbook is intended to take precedence in those situations where items of information of its type are either required or prohibited by law.

Thus, this handbook is not intended to determine policy for any school or school system; it has been developed as a guide for factual and comparative data from which school officials at all levels of government can develop their own policies and decisions and communicate with their public, their legislative bodies, and educational organizations.

Handbook Series

This handbook is one of a series of handbooks developed cooperatively to facilitate and improve the collection, maintenance, and reporting of educational information. Handbook I, The Common Core of State Educational Information, was published in 1953. It was followed by Handbook II, Financial Accounting for Local and State School Systems, in 1957; Handbook III, Property Accounting for Local and State School Systems, in 1959; Handbook IV, Staff Accounting for Local and State School Systems, in 1965; and Handbook V, Pupil Accounting for Local and State School Systems, which was completed in 1964.

Many of the definitions of items in this handbook are the same as those developed for other handbooks in the series; however, some definitions have been modified or expanded. Such variations have been indicated for items included in the glossary with reference made to the handbooks in which the items appeared previously.

CHAPTER 2

CLASSIFICATION OF ITEMS OF INFORMATION ABOUT THE ORGANIZATION, ADMINISTRATION, CONTENT, RESOURCES, AND PROCESSES OF INSTRUCTION

Items of information describing significant aspects of the organization, administration, content, resources, and processes of instruction are classified in this chapter according to levels of organization and selected categories of information. They are identified in this handbook by a numbering system which reflects these categories and are appropriate for all types of schools and school systems. Definitions of these items are found in chapter 3 on the page indicated in this chapter under the column heading Definition Page Number. Items used to describe the subject matter of instructional programs are presented in chapters 4 and 5.

An Item of Information About Curriculum and Instruction: Definition

An item of information, as defined for use in this handbook, is a descriptive heading under which is recorded information about curriculum and instruction. This heading may be (a) a broad categorical heading with a structured set of subheadings; (b) a broad categorical heading without a structured set of subheadings, under which a specified type of information is recorded; or (c) a heading of limited scope under which specific information is recorded. These headings, and the entries under them, form the basis for records and reports about curriculum and instruction.

Little attempt is made in this handbook to distinguish between those categories of information from which a single multiple-choice item should be selected for report purposes and those categories from which 2 or more items may be chosen; such a distinction should be included, however, on any form used for the collection of these items.

The items of this chapter reflect primarily five levels of organization--the school system as a whole; an individual school; a program of studies; a general self-contained class, course, or cocurricular activity; and a specific section or a service activity. Information about the smaller units of organization may be combined with other similar information to describe, in summary, aspects of larger units, e.g., information about a specific section of "Freshman English" may be combined with information about other similar sections in the school or throughout the school system. Items presented for smaller units of organization may be used to describe activities provided directly by the school system rather than by a school (e.g., a systemwide orchestra, or a special class in science meeting once a week for gifted fifth graders).

The items of this chapter are not intended to describe school board policy, but are intended to provide a means to reflect instructional practices at all levels within the local school system. These items may be used to indicate what is being done in the various classrooms and schools and may reflect, in this way, the implementation of policy.

Recommended and Optional Items

Information about instructional programs is essential for individual schools and school systems throughout the United States and its outlying areas. Those items of information which are basic and are therefore recommended as needed for operating most schools and local school systems are identified in this chapter by the designation "Rec." Those items of information which are important and may be collected and maintained at the option of individual schools and school systems are identified by the designation "Op." Additional items may be collected and maintained by individual schools and school systems at their own option as needed for their own purposes. Where a school system has a need to expand its system of information about curriculum and instruction, any additional information should be readily classifiable under the headings presented in this handbook.

Information According to Type of Instructional Program

Designations for the columns on the right-hand side of pages in this chapter, beginning on page 28 are used to indicate the types of instructional programs to which specific items apply (i.e., elementary school instructional program, secondary school instructional program, instructional program for college credit, and adult education instructional program). The items of information on pages 13 to 27 refer to the entire school system and therefore are not identified with any such type of program.

Identification Numbers

The numbers appearing at the left of the items of information included in this chapter are for identification purposes, for locating items within the classification structure of the chapter.

The items included in this chapter are organized primarily on the basis of level of organization, the first digit of the number representing the level.[1] The second and third digits represent the major category of information, and provide the basis for the organization of items in chapter 3.[2] The digits following represent subdivisions of these categories.

Those numbers without integers to the right of the decimal point serve to identify categories of information. These categories are descriptive only, identifying the nature of the information they include.

Those identification numbers with integers to the right of the decimal point serve to identify items of information which are limited in scope and very specific. Each item of this type appears in this handbook with one or more related items under one categorical heading. Such items may be used either in combination or as alternatives, according to the manner in which the information system is structured by the school or school system.

The numbering of broad categories and specific items of this handbook may provide the foundation for a coding system. Those items having identification numbers with digits to the right of the decimal point are multiple choice items and may be used with appropriate adaptations as a code in the processing, storage, retrieval, and transmission of items of information about curriculum and instruction. Such a code may be used by local and State school systems for both manual and automated methods of data processing.

CLASSIFICATION OF ITEMS OF INFORMATION ABOUT THE ORGANIZATION, ADMINISTRATION, CONTENT, RESOURCES, AND PROCESSES OF INSTRUCTION

ITEMS DESCRIBING A SCHOOL SYSTEM

10000 Series

A school system comprises all the schools and supporting services operated by the board of education of a given administrative unit or by another organization which operates one or more schools. Items of information included in the 10000 Series may be used to describe those aspects of curriculum and instruction of a school system that (a) are centrally administered and are systemwide in scope, (b) involve all schools of the system having a given type of instructional program, or (c) involve a portion of the school system which is larger than one school but less than all schools having a given type of instructional program.

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[1] 1=school system; 2=school; 3=program of studies; 4=self-contained class, course or cocurricular activity; 5=section, or instructional service activity.

[2] These major categories are outlined on page 644.

In those instances in which a program of studies, course, or cocurricular activity is organized centrally for qualified pupils of more than one school of the school system, items of information may be drawn as appropriate from the 30000, 40000, and 50000 Series, or from chapter 5, and included in the 11410 Series.

A school system comprised of a single school is identified under item 10260.50; items of information which can be used to describe practices within such a school are included in the 20000 Series.

	Classification of Items of Information	Def. Page No.	Recommended or Optional
1 02 00.	IDENTIFICATION OF SCHOOL SYSTEM.................	87	
1 02 11.	School system name..............................	87	Rec
1 02 22.	Standard school system number or code...........	88	Rec
1 02 31.	School system location..........................	88	Op
1 02 41.	Type of school system...........................	88	
1 02 41.10	State department of education...................	89	Rec
1 02 41.20	Other State education agency....................	89	Rec
1 02 41.30	Intermediate administrative unit................	89	Rec
1 02 41.40	Local school system.............................	89	Rec
1 02 41.41	Does not operate any school.....................	90	Rec
1 02 41.42	Operates area school for vocational or technical education only.................	90	Rec
1 02 41.43	Operates area school for special education only....................................	90	Rec
1 02 41.44	Operates a single one-teacher school......	90	Rec
1 02 41.45	Operates elementary school(s).............	90	Rec
1 02 41.46	Operates secondary school(s)..............	90	Rec
1 02 41.47	Operates junior college...................	90	Rec
1 02 41.48	Provides adult education..................	90	Rec
1 02 41.49	Operates other type of school.............	90	Rec
1 02 41.50	Segment of local school system..................	90	Rec
1 02 41.90	Other unit......................................	90	Rec
1 02 50.	Control of school system........................	96	
1 02 51.	Public control..................................	96	
1 02 51.10	City or municipal government..............	97	Rec
1 02 51.20	Township government.......................	97	Rec
1 02 51.30	County government.........................	97	Rec
1 02 51.40	Other local education agency..............	97	Rec

	Classification of Items of Information	Def. Page No.	Recommended or Optional
1.	SCHOOL SYSTEM (continued)		
1 02 51.50	Combination	97	Rec
1 02 51.60	State government	97	Rec
1 02 51.70	Federal government	97	Rec
1 02 51.90	Other public agency	97	Rec
1 02 52.	Nonpublic control	97	
1 02 52.10	Independent of church, nonprofit	97	Rec
1 02 52.20	Religious group	98	Rec
1 02 52.30	Proprietary	98	Rec
1 02 53.	Combined public and nonpublic control	98	Rec
1 02 54.	Control by an institution	98	
1 02 54.10	College or university	98	Rec
1 02 54.90	Other institution	98	Rec
1 02 59.	Other control	98	Rec
1 02 60.	Scope of central administration	99	
1 02 60.10	Central administration for entire system	99	Rec
1 02 60.20	Administration for geographic areas	99	Rec
1 02 60.30	Central administration for given level or type of school	99	Rec
1 02 60.40	Autonomous schools	99	Rec
1 02 60.50	Single school	99	Rec
1 02 60.90	Other administrative arrangement	99	Rec
1 03 00.	SPAN OF AGES AND GRADES IN SCHOOL SYSTEM	100	
1 03 14.	Span of compulsory attendance ages	101	
1 03 11.01	1 year old	100	Rec
1 03 11.02	2 years old	100	Rec
1 03 11.03	3 years old	100	Rec
1 03 11.04	4 years old	100	Rec
1 03 11.05	5 years old	100	Rec
1 03 11.06	6 years old	100	Rec

	Classification of Items of Information	Def. Page No.	Recommended or Optional
1.	SCHOOL SYSTEM (continued)		
1 03 11.07	7 years old	100	Rec
1 03 11.08	8 years old	100	Rec
1 03 11.09	9 years old	100	Rec
1 03 11.10	10 years old	100	Rec
1 03 11.11	11 years old	100	Rec
1 03 11.12	12 years old	100	Rec
1 03 11.13	13 years old	100	Rec
1 03 11.14	14 years old	100	Rec
1 03 11.15	15 years old	100	Rec
1 03 11.16	16 years old	100	Rec
1 03 11.17	17 years old	100	Rec
1 03 11.18	18 years old	101	Rec
1 03 11.19	19 years old	101	Rec
1 03 11.20	20 years old	101	Rec
1 03 11.21	21 years old	101	Rec
1 03 11.30	Over 21 years old	101	Rec
1 03 12.40	No compulsory education requirement	101	Rec
1 03 13.50	No permissive attendance provision	101	Rec
1 03 11.99	No age limit	101	Rec
1 03 15.	Span of permissive attendance ages	101	Rec
1 03 21.	Lowest and highest grades in school system	103	Rec
1 05 00.	APPROVAL OF SCHOOL SYSTEM	106	
1 05 10.	Approval status	107	
1 05 10.10	Approved	107	Rec
1 05 10.20	On probation	107	Rec
1 05 10.30	Approval denied	107	Rec
1 05 10.40	Approval available but not requested	107	Rec
1 05 10.50	Approval not available	107	Rec
1 05 10.60	Approval not applicable	107	Rec
1 05 20.	Approving agency	107	
1 05 20.10	State department of education	107	Rec
1 05 20.20	Other State agency	107	Rec
1 05 20.90	Other agency	108	Rec

	Classification of Items of Information	Def. Page No.	Recommended or Optional
1.	SCHOOL SYSTEM (continued)		
1 06 00.	SCHOOL SYSTEM TIME SCHEDULE	109	
1 06 10.	School year	109	
1 06 11.	Division of school year	109	
1 06 11.10	Regular school term and summer school term		Rec
1 06 11.20	Regular school term only	109	Rec
1 06 11.30	Three trimesters	109	Rec
1 06 11.40	Four quarters	110	Rec
1 06 11.80	Combination	110	Rec
1 06 11.90	Other division	110	Rec
1 06 20.	Regular school term	110	
1 06 21.	Division of regular school term	110	Op
1 06 22.	Calendar months in regular school term	111	
1 06 22.01	1 month or less	111	Op
1 06 22.02	2 months	111	Op
1 06 22.03	3 months	111	Op
1 06 22.04	4 to 6 months	111	Op
1 06 22.05	7 months	111	Op
1 06 22.06	8 months	111	Op
1 06 22.07	9 months	111	Op
1 06 22.08	10 months	111	Op
1 06 22.09	11 or 12 months	111	Op
1 06 23.	Equivalent weeks in regular school term	111	Op
1 06 23.29	Less than 30 weeks	111	Op
1 06 23.30	30 weeks	111	Op
1 06 23.31	31 weeks	111	Op
1 06 23.32	32 weeks	111	Op
1 06 23.33	33 weeks	111	Op
1 06 23.34	34 weeks	111	Op
1 06 23.35	35 weeks	111	Op
1 06 23.36	36 weeks	111	Op
1 06 23.37	37 weeks	111	Op

	Classification of Items of Information	Def. Page No.	Recommended or Optional
1.	SCHOOL SYSTEM (continued)		
1 06 23.38	38 weeks..............................	111	Op
1 06 23.39	39 weeks..............................	111	Op
1 06 23.40	40 weeks..............................	111	Op
1 06 23.41	41 weeks..............................	111	Op
1 06 23.42	42 weeks..............................	111	Op
1 06 23.43	43 weeks..............................	111	Op
1 06 23.44	44 weeks..............................	111	Op
1 06 23.45	More than 44 weeks....................	111	Op
1 06 24.	Days in session in regular school term.......	112	
1 06 24.01	Less than 160 days....................	112	Rec
1 06 24.02	160-169 days..........................	112	Rec
1 06 24.03	170-174 days..........................	112	Rec
1 06 24.04	175-179 days..........................	112	Rec
1 06 24.05	180-184 days..........................	112	Rec
1 06 24.06	185-189 days..........................	112	Rec
1 06 24.07	190-199 days..........................	112	Rec
1 06 24.08	200-209 days..........................	112	Rec
1 06 24.09	More than 209 days....................	112	Rec
1 06 30.	Summer school term............................	112	
1 06 32.	Calendar months in summer school term........	112	Op
1 06 33.	Calendar weeks in summer school term.........	112	Op
1 06 33.02	Less than 3 weeks.....................	112	Op
1 06 33.03	3 weeks...............................	112	Op
1 06 33.04	4 weeks...............................	112	Op
1 06 33.05	5 weeks...............................	112	Op
1 06 33.06	6 weeks...............................	113	Op
1 06 33.07	7 weeks...............................	113	Op
1 06 33.08	8 weeks...............................	113	Op
1 06 33.09	9 weeks...............................	113	Op
1 06 33.01	More than 9 weeks.....................	113	Op
1 06 34.	Days in session in summer school term........	113	
1 06 34.01	Less than 11 days.....................	113	Rec
1 06 34.02	11-20 days............................	113	Rec
1 06 34.03	21-25 days............................	113	Rec

	Classification of Items of Information	Def. Page No.	Recommended or Optional
1.	SCHOOL SYSTEM (continued)		
1 06 34.04	26-30 days	113	Rec
1 06 34.05	31-35 days	113	Rec
1 06 34.06	36-40 days	113	Rec
1 06 34.07	41-50 days	113	Rec
1 06 34.08	51-60 days	113	Rec
1 06 34.09	More than 60 days	113	Rec
1 06 90.	Other time factors	123	Op
1 07 00.	EVALUATION AND CURRICULUM IMPROVEMENT	123	
1 07 10.	Background of the instructional program	123	
1 07 10.11	Philosophy of the school system	123	Rec
1 07 10.12	Aims of the school system	124	Rec
1 07 10.20	School system policies	124	Rec
1 07 10.30	Characteristics of the community	124	Rec
1 07 10.40	System-community relationships	125	Rec
1 07 10.50	Characteristics and needs of pupils	126	Rec
1 07 10.51	Intellectual ability	126	Op
1 07 10.52	Exceptionality	126	Op
1 07 10.53	School placement	126	Op
1 07 10.54	Educational and career intentions	126	Op
1 07 10.55	School performance	126	Op
1 07 10.56	Nonschool performance	126	Op
1 07 10.57	Postschool performance	127	Op
1 07 10.58	Mobility/stability	127	Op
1 07 10.61	Pupil needs	127	Op
1 07 10.69	Other characteristics and needs	127	Op
1 07 10.70	Provisions for curriculum improvement	127	Rec
1 07 10.80	Provisions for improving teaching	128	Op
1 07 10.90	Other background considerations	128	Op
1 07 20.	Organization for evaluation and/or curriculum improvement	128	Op
1 07 20.10	Administrative activity	129	Op
1 07 20.20	Advisory committee	129	Op

	Classification of Items of Information	Def. Page No.	Recommended or Optional
1.	SCHOOL SYSTEM (continued)		
1 07 20.30	Steering committee	129	Op
1 07 20.40	Production committee	129	Op
1 07 20.50	Workshop	129	Op
1 07 20.90	Other organization	129	Op
1 07 30.	Persons or groups involved in evaluation and/or curriculum improvement	129	Op
1 07 30.10	Board of education	130	Op
1 07 30.20	Administrative staff	130	Op
1 07 30.31	Central instructional staff	130	Op
1 07 30.32	School instructional staff	130	Op
1 07 30.41	State education agency	130	Op
1 07 30.42	Regional accrediting association	130	Op
1 07 30.43	Teachers' organization	131	Op
1 07 30.50	Consultants	131	Op
1 07 30.60	Parents	131	Op
1 07 30.70	Representatives of community	131	Op
1 07 30.80	Pupils	131	Op
1 07 30.90	Other persons or groups	131	Op
1 07 40.	Evaluation procedures	131	
1 07 41.	Frequency of diagnosis	131	Op
1 07 42.	Diagnostic media	132	Op
1 07 42.10	Observation	132	Op
1 07 42.20	Interview	132	Op
1 07 42.30	Standardized test	132	Op
1 07 42.40	Teacher-made objective test	132	Op
1 07 42.50	Survey instrument	132	Op
1 07 42.60	Cooperatively developed criteria	132	Op
1 07 42.70	Approval and/or accreditation criteria	133	Op
1 07 42.90	Other diagnostic media	133	Op
1 07 43.	Use of diagnostic findings	133	Op
1 07 44.	Interpretation of outcomes	133	Op
1 07 50.	Aspects of the instructional program evaluated	133	

	Classification of Items of Information	Def. Page No.	Recommended or Optional
1.	SCHOOL SYSTEM (continued)		
1 07 51.	Instructional content	133	
1 07 51.10	Scope of instructional content	133	Rec
1 07 51.20	Subject-matter areas and courses	134	Op
1 07 51.30	Cocurricular activities	134	Op
1 07 51.40	Articulation of elements of instructional program	134	Op
1 07 51.41	Articulation between successive schools	134	Op
1 07 51.42	Articulation between successive years or grades	134	Op
1 07 51.43	Articulation with nonschool educational institutions	134	Op
1 07 51.90	Other aspects of instructional elements of the content	134	Op
1 07 52.	Instructional resources	135	
1 07 52.10	Instructional staff	135	Rec
1 07 52.11	Preparation	135	Op
1 07 52.12	Experience	135	Op
1 07 52.13	Certification status	135	Op
1 07 52.14	Minimum qualifications for employment	135	Op
1 07 52.15	Nature of assignments	135	Op
1 07 52.16	Numerical adequacy of staffing	136	Op
1 07 52.17	Performance in assignment	136	Op
1 07 52.18	Staff morale	136	Op
1 07 52.19	Other characteristics of staff	136	Op
1 07 52.20	Services supporting instruction	136	Rec
1 07 52.21	Resource services for pupils	136	Op
1 07 52.22	Pupil personnel services	136	Op
1 07 52.23	Services for instructional staff	137	Op
1 07 52.24	Ancillary services	137	Op
1 07 52.29	Other services	137	Op

	Classification of Items of Information	Def. Page No.	Recommended or Optional
1.	SCHOOL SYSTEM (continued)		
1 07 52.30	Administration	137	Op
1 07 52.31	Numerical adequacy of administrative staff	137	Op
1 07 52.32	Scheduling of staff	137	Op
1 07 52.33	Organization for administration	137	Op
1 07 52.34	Effectiveness of administration	137	Op
1 07 52.39	Other administrative factors	137	Op
1 07 52.40	Facilities	138	Op
1 07 52.50	Movable equipment	138	Op
1 07 52.60	Supplies	138	Op
1 07 52.65	Provisions for textbooks for pupils	138	Op
1 07 52.71	Finances	138	Op
1 07 52.75	Salaries and salary schedule	138	Op
1 07 52.80	Community resources	139	Op
1 07 52.90	Other instructional resources	139	Op
1 07 53.	Instructional processes	139	Op
1 07 53.10	Medium of instruction	139	Op
1 07 53.20	Methods of instruction	139	Op
1 07 53.90	Other aspects of instructional processes	139	Op
1 07 55.	Factors evaluated in instructional services	140	Op
1 07 55.10	Characteristics of staff	141	Op
1 07 55.20	Nature of services provided	141	Op
1 07 55.30	Resource utilization	141	Op
1 07 55.90	Other factors	141	Op
1 07 60.	Curriculum improvement activity	141	Op
1 07 60.10	Planning for curriculum improvement	141	Op
1 07 60.20	Development of guide in subject matter areas	141	Op
1 07 60.30	Development of other reproduced materials	141	Op
1 07 60.40	Inservice education and supervision	141	Op
1 07 60.90	Other activity	142	Op

Classification of Items of Information		Def. Page No.	Recommended or Optional
1.	SCHOOL SYSTEM (continued)		
1 07 70.	Scope of curriculum improvement activity........	142	Op
1 07 71.	Span of levels, grades, and years............	142	Op
1 07 71.10	All levels, grades, and years..........	142	Op
1 07 71.20	Single school level......................	142	Op
1 07 71.30	Major segment of school level............	142	Op
1 07 71.40	Single grade or year, one regular school term............................	142	Op
1 07 71.50	Single grade or year, other single term...	142	Op
1 07 71.60	Segment of term..........................	143	Op
1 07 71.70	Level or years preceding those of school system..........................	143	Op
1 07 71.80	Level or years following those of school system..........................	143	Op
1 07 72.	Scope of content.........................	143	Op
1 07 72.10	All subject-matter areas.................	143	Op
1 07 72.20	One or a few subject-matter areas.........	143	Op
1 07 72.30	Content which is not subject-matter oriented...............................	143	Op
1 07 79.	Other aspect of scope....................	143	Op
1 07 80.	Content of reproduced materials................	143	Op
1 07 80.01	Statement of philosophy..................	143	Op
1 07 80.02	Statement of policy......................	144	Op
1 07 80.03	Statement of need........................	144	Op
1 07 80.04	Statement of aims and objectives..........	144	Op
1 07 80.05	Outline of subject matter................	144	Op
1 07 80.06	Outline or list of learning experiences......	144	Op
1 07 80.07	Outline or list of teaching procedures........	144	Op
1 07 80.08	List of resources for instructor...........	144	Op
1 07 80.09	List of resources for pupils..............	144	Op
1 07 80.11	Evaluation procedures.....................	144	Op
1 07 80.99	Other content............................	144	Op
1 07 90.	Other aspects of evaluation and curriculum improvement....................................	144	Op

	Classification of Items of Information	Def. Page No.	Recommended or Optional
1.	SCHOOL SYSTEM (continued)		
1 14 10.	INSTRUCTION ON SYSTEMWIDE BASIS..................	170	Rec
1 32 00.	SCHOOL SYSTEM SERVICES SUPPORTING INSTRUCTION...	180	
1 32 10.	Resource services for pupils..................	181	Rec
1 32 11.	School library services.......................	181	Op
1 32 12.	Audiovisual services..........................	181	Op
1 32 13.	Provisions for textbooks......................	182	Op
1 32 14.	Provisions for supplies.......................	182	Op
1 32 19.	Other resource services for pupils............	183	Op
1 32 20.	Pupil personnel services......................	183	Rec
1 32 21.	Guidance services.............................	183	Rec
1 32 21.10	Counseling with pupils........................	183	Rec
1 32 21.20	Counseling with parents.......................	184	Op
1 32 21.30	Consultant service to staff members.......	184	Op
1 32 21.40	Pupil appraisal services......................	184	Op
1 32 21.50	Information services..........................	184	Op
1 32 21.71	Placement services............................	185	Op
1 32 21.80	Financial aid services........................	186	Op
1 32 21.91	Referral for additional guidance services.	186	Op
1 32 21.99	Other guidance services.......................	186	Op
1 32 22.	Health services...............................	186	Op
1 32 22.10	Health appraisal..............................	186	Op
1 32 22.21	Nurse services................................	186	Op
1 32 22.22	Provision of care of emergency illness and injury..............................	186	Op
1 32 22.30	Inservice education on health services....	186	Op
1 32 22.40	Health counseling for individual pupils...	186	Op
1 32 22.50	Communications to parents about health problems of pupils........................	186	Op
1 32 22.60	Dental services...............................	187	Op
1 32 22.70	Psychiatric services..........................	187	Op
1 32 22.81	Immunization program..........................	187	Op

	Classification of Items of Information	Def. Page No.	Recommended or Optional
1.	SCHOOL SYSTEM (continued)		
1 32 22.82	Prevention and control of communicable diseases	187	Op
1 32 22.84	Promoting a healthful school environment.	187	Op
1 32 22.86	Referral for diagnosis or treatment	187	Op
1 32 22.90	Other health services	187	Op
1 32 23.	School psychological services	187	Op
1 32 24.	Speech pathology and audiology services	188	Op
1 32 24.10	Speech pathology services	188	Op
1 32 24.20	Audiology services	188	Op
1 32 25.	School attendance and social work services	189	Op
1 32 25.10	Attendance services	189	Op
1 32 25.20	School social work services	189	Op
1 32 29.	Other pupil personnel services	189	Op
1 32 30.	Service for instructional staff	189	Rec
1 32 31.	School library services	189	Op
1 32 32.	Audiovisual services	190	Op
1 32 33.	Curriculum laboratory	191	Op
1 32 34.	Other resource services	191	Op
1 32 35.	Instructional supervision services	191	Op
1 32 35.10	Assistance with planning	192	Op
1 32 35.20	Assistance in understanding pupils	192	Op
1 32 35.30	Assistance with development of skills and/or techniques of instruction	192	Op
1 32 35.40	Assistance with evaluation	192	Op
1 32 35.50	Assistance with research activity	192	Op
1 32 35.60	Direction of inservice education activities	192	Op
1 32 35.90	Other supervision services	192	Op
1 32 36.	Provision for inservice education	192	Op
1 32 36.01	Workshop	192	Op
1 32 36.02	Institute	192	Op

	Classification of Items of Information	Def. Page No.	Recommended or Optional
1.	SCHOOL SYSTEM (continued)		
1 32 36.03	Conference	193	Op
1 32 36.04	Payment of expenses to professional meetings	193	Op
1 32 36.05	Demonstration	193	Op
1 32 36.06	Lecture	193	Op
1 32 36.07	Committee project	193	Op
1 32 36.08	Group study activity	193	Op
1 32 36.11	Staff meetings	193	Op
1 32 36.12	School visit	193	Op
1 32 36.13	Helping teacher	194	Op
1 32 36.14	Television program for inservice education	194	Op
1 32 36.15	College course	194	Op
1 32 36.16	Payment of tuition	194	Op
1 32 36.17	Sabbatical leave	194	Op
1 32 36.18	Leave without pay	194	Op
1 32 36.90	Other provisions for inservice education	194	Op
1 32 39.	Other services for instructional staff	194	Op
1 32 40.	Research and statistical services	195	Op
1 32 40.10	Research services	195	Op
1 32 40.11	Action research	195	Op
1 32 40.12	Operational research	195	Op
1 32 40.13	Basic research	195	Op
1 32 40.20	Evaluation services	195	Op
1 32 40.30	Statistical services	195	Op
1 32 40.40	Data processing services	195	Op
1 32 40.50	Coordination of information about individual schools	196	Op
1 32 40.90	Other research and statistical services	196	Op
1 32 50.	Information services	196	Op
1 32 60.	Community services	196	Rec
1 32 60.01	Identification of community needs and interests	196	Op
1 32 60.02	Community recreation programs	196	Op

	Classification of Items of Information	Def. Page No.	Recommended or Optional
1.	SCHOOL SYSTEM (continued)		
1 32 60.05	Library service to public	197	Op
1 32 60.06	Community welfare activities	197	Op
1 32 60.07	Programs for custodial and detention care of children	197	Op
1 32 60.08	Civic activities	197	Op
1 32 60.11	Services for nonpublic school pupils	197	Op
1 32 60.20	Coordination with community agencies	197	Op
1 32 60.21	Employment agencies	197	Op
1 32 60.22	Recreation agencies	197	Op
1 32 60.23	Health and welfare agencies	197	Op
1 32 60.24	The courts of law	197	Op
1 32 60.29	Other agencies	197	Op
1 32 60.90	Other community services	197	Op
1 32 70.	Ancillary services	197	Op
1 32 71.	Food services	197	Op
1 32 72.	Pupil transportation services	198	Op
1 32 72.10	Transportation between home and school	198	Op
1 32 72.20	Field trips related to school activities	198	Op
1 32 72.30	Bus transportation safety education for pupils	198	Op
1 32 72.90	Other pupil transportation services	198	Op
1 32 79.	Other ancillary services	198	Op
1 33 00.	COMMUNITY RESOURCES	199	Op
1 51 10.	SCHOOLS IN SCHOOL SYSTEM	216	Rec
1 52 10.	FACILITIES WITHIN SCHOOL SYSTEM	217	Op
1 53 10.	PROGRAMS OF STUDIES WITHIN SCHOOL SYSTEM	217	Op

	Classification of Items of Information	Def. Page No.	Recommended or Optional
1.	SCHOOL SYSTEM (continued)		
1 54 10.	SCHOOL SERVICES SUPPORTING INSTRUCTION WITHIN THE SCHOOL SYSTEM................................	218	Op
1 55 10.	PUPIL MEMBERSHIP WITHIN SCHOOL SYSTEM...........	219	Rec
1 56 10.	INSTRUCTIONAL STAFF MEMBERS WITHIN SCHOOL SYSTEM..	220	Rec
1 99 00.	OTHER INFORMATION ABOUT SCHOOL SYSTEM...........	222	Op

ITEMS DESCRIBING A SCHOOL
20000 Series

A school is a division of the school system consisting of a group of pupils composed of one or more grade or other identifiable groups, organized as one unit with one or more teachers to give instruction of a defined type, and housed in a school plant of one or more buildings. Items of information included in the 20000 Series may be used to describe aspects of curriculum and instruction within an individual school, including situations in which a single school comprises the entire school system or an entire level of organization of a school system.

Items of information used in describing the details of individual programs of studies are not included here but are included in the 30000 Series; those describing individual self-contained classes, courses, or curricular activities are in the 40000 Series; and those used in scheduling sections and service activities are included in the 50000 Series.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
2 02 00.	IDENTIFICATION OF SCHOOL............	87				
2 02 11.	Name of school......................	87	Rec	Rec	Rec	Rec
2 02 22.	Standard school number or code.......	88	Rec	Rec	Rec	Rec
2 02 23.	Local number or code................	88	Rec	Rec	Rec	Rec
2 02 31.	Geographical location of school......	88	Op	Op	Op	Op
2 02 42.	Type of school organizational arrangement.......................	90				
2 02 42.10	Elementary school...............	90	Rec	...	...	...
2 02 42.11	Nursery-kindergarten level.....	91	Rec	...	...	...
2 02 42.12	Primary level.................	91	Op	...	...	...
2 02 42.13	Intermediate elementary level..	91	Op	...	...	...
2 02 42.14	Upper elementary level.........	91	Op	...	...	...
2 02 42.18	Summer elementary school.......	91	Rec	...	...	...
2 02 42.20	Middle School....................	91	Rec	Rec	...	...
2 02 42.30	Secondary School.................	91				
2 02 42.31	Junior high school.............	92	...	Rec	...	...
2 02 42.32	Five- or six-year high school..	92	...	Rec	...	...
2 02 42.33	Junior-senior high school......	92	...	Rec	...	...
2 02 42.34	Senior high school.............	92	...	Rec	...	...
2 02 42.35	Four-year high school..........	92	...	Rec	...	...
2 02 42.38	Summer secondary school........	92	...	Rec	...	...
2 02 42.39	Other high school..............	92	...	Rec	...	...
2 02 42.40	Junior college....................	92	...	...	Rec	...
2 02 42.50	Adult school or adult education organizational arrangement.......	93	...	...	...	Rec
2 02 42.81	Day School.......................	93	Op	Op	Op	Op

KEY

Elem.--Elementary School Instructional Program
Sec.--Secondary School Instructional Program
C--Instructional Program for College Credit
A--Adult Education Instructional Program
Rec--Recommended item
Op--Optional item

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
2.	SCHOOL (continued)					
2 02 42.82	Residential School	93	Op	Op	Op	Op
2 02 42.90	Other School	93	Rec	Rec	Rec	Rec
2 02 50.	Control of school	96	Rec	Rec	Rec	Rec
2 03 00.	SPAN OF AGES, GRADES, AND/OR YEARS IN SCHOOL	100				
2 03 15.	Span of permissive attendance ages	101				
2 03 21.	Lowest and highest grades	103				
2 03 20.93	Nursery-kindergarten, age 3	101	Rec	...	...	...
2 03 20.92	Nursery-kindergarten, age 4	101	Rec	...	...	...
2 03 20.91	Kindergarten	102	Rec	...	...	...
2 03 20.01	Grade 1	102	Rec	...	...	...
2 03 20.02	Grade 2	102	Rec	...	...	...
2 03 20.03	Grade 3	102	Rec	...	...	...
2 03 20.04	Grade 4	102	Rec	...	...	...
2 03 20.05	Grade 5	102	Rec	...	...	...
2 03 20.06	Grade 6	102	Rec	...	...	...
2 03 20.07	Grade 7	102	Rec	Rec	...	Op
2 03 20.08	Grade 8	102	Rec	Rec	...	Op
2 03 20.09	Grade 9	102	...	Rec	...	Op
2 03 20.10	Grade 10	102	...	Rec	...	Op
2 03 20.11	Grade 11	102	...	Rec	...	Op
2 03 20.12	Grade 12	103	...	Rec	...	Op
2 03 20.13	Grade 13	103	...	...	Rec	Op
2 03 20.14	Grade 14	103	...	...	Rec	...
2 03 20.15	Grade 15	103	...	...	Rec	...
2 03 20.16	Grade 16	103	...	...	Rec	...
2 03 20.20	Grade 16+	103	...	...	Rec	...
2 03 20.30	Ungraded	103	Rec	Rec	...	...
2 03 31.	Lowest and highest years	104				
2 03 30.10	First year	104	Rec	Rec	...	...

For KEY, see p. 28.

	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
2.	SCHOOL (continued)					
2 03 30.20	Second year	104	Rec	Rec	...	...
2 03 30.30	Third year	104	Rec	Rec	...	...
2 03 30.40	Fourth year	104	Rec	Rec	...	...
2 03 30.50	Fifth year	104	Rec	Rec	...	...
2 03 30.60	Sixth year	104	Rec	Rec	...	...
2 03 30.70	Seventh year	104	Rec	Rec	...	...
2 03 30.80	Eighth year	104	Rec	Rec	...	...
2 03 30.90	Ninth year and above	104	Rec	Rec	...	...
2 03 40.	Other placement	104	Rec	Rec	Rec	Rec
2 05 00.	ACCREDITATION AND/OR APPROVAL OF SCHOOL	106				
2 05 10.	Approval status	107	Rec	Rec	Rec	Rec
2 05 20.	Approving agency	107	Rec	Rec	Rec	Rec
2 05 30.	Accreditation status	108				
2 05 30.10	Accredited	108	Rec	Rec	Rec	Rec
2 05 30.20	On probation	108	Rec	Rec	Rec	Rec
2 05 30.30	Accreditation denied	108	Rec	Rec	Rec	Rec
2 05 30.40	Accreditation available but not requested	108	Rec	Rec	Rec	Rec
2 05 30.50	Accreditation not available	108	Rec	Rec	Rec	Rec
2 05 30.60	Accreditation not applicable	108	Rec	Rec	Rec	Rec
2 05 40.	Accrediting agency	108				
2 05 40.10	State department of education	108	Rec	Rec	Rec	Rec
2 05 40.20	Regional accrediting association	108	Rec	Rec	Rec	Rec
2 05 40.90	Other agency	109	Rec	Rec	Rec	Rec
2 06 00.	SCHOOL TIME SCHEDULE	109				
2 06 11.	Division of school year	109	Rec	Rec	Rec	Rec
2 06 20.	Regular school term	110				

For KEY, see p. 28.

	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
2.	SCHOOL (continued)					
2 06 21.	Division of regular school term	110				
2 06 21.10	Single term	110	Rec	Rec	Rec	Rec
2 06 21.20	Semesters	110	...	Rec	Rec	Rec
2 06 21.30	Trimesters	110	...	...	Rec	Rec
2 06 21.40	Quarters	110	...	...	Rec	Rec
2 06 21.90	Other division	110	Rec	Rec	Rec	Rec
2 06 22.	Calendar months in regular school term	111	Op	Op	Op	Op
2 06 23.	Equivalent weeks in regular school term	111	Op	Op	Op	Op
2 06 24.	Days in session in regular school term	112	Rec	Rec	Op	Op
2 06 30.	Summer school term	112				
2 06 33.	Calendar weeks in summer school term	112	Op	Op	Op	Op
2 06 34.	Days in session in summer school term	113	Op	Op	Op	Op
2 06 40.	School day	113				
2 06 41.	Sessions in school day	113				
2 06 41.10	Single (1) session	113	Rec	Rec	...	...
2 06 41.20	Double (2) sessions	113	Rec	Rec	...	...
2 06 41.30	Two overlapping sessions	114	Rec	Rec	...	...
2 06 41.40	Three or more overlapping sessions	114	Rec	Rec	...	...
2 06 41.90	Other organization	114	Rec	Rec	...	...
2 06 45.	Minutes in school day	114				
2 06 45.01	Less than 240 minutes	114	Op	Op	Op	Op
2 06 45.02	240-269 minutes	114	Op	Op	Op	Op

For KEY, see p. 28.

	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
2.	SCHOOL (continued)					
2 06 45.03	270-299 minutes	114	Op	Op	Op	Op
2 06 45.04	300-329 minutes	114	Op	Op	Op	Op
2 06 45.05	330-359 minutes	114	Op	Op	Op	Op
2 06 45.06	360-419 minutes	114	Op	Op	Op	Op
2 06 45.07	420-479 minutes	114	Op	Op	Op	Op
2 06 45.08	480-539 minutes	114	Op	Op	Op	Op
2 06 45.09	540-minutes and more	114	Op	Op	Op	Op
2 06 50.	Daily session	114				
2 06 51.	Type of session	115				
2 06 51.10	Full-day session	115	Rec	Rec	...	...
2 06 51.20	Half-day session	115	Rec	...	...	...
2 06 51.30	Curtailed session	115	Rec	Rec	...	...
2 06 51.90	Other type of session	115	Rec	Rec	...	...
2 06 52.	Organization of time segments in session	115				
2 06 52.10	Full session (self contained class)	115	Rec	Rec	...	...
2 06 52.20	Partially departmentalized session	115	Rec	Rec	...	...
2 06 52.30	Uniform class periods	115	...	Rec	...	...
2 06 52.31	Single period	116	...	Op	...	...
2 06 52.32	Multiple periods (block of time)	116	...	Op	...	...
2 06 52.33	Combination of single and multiple periods	116	...	Op	...	...
2 06 52.40	Nonuniform class periods	116	...	Rec	...	...
2 06 52.50	Modules of time	116	Rec	Rec	...	...
2 06 52.60	Combination of class periods and modules	116	Rec	Rec	...	...
2 06 52.70	Homeroom period	116	...	Rec	...	...
2 06 52.80	Activity and/or assembly period	116	...	Rec	...	...

For KEY, see p. 28.

	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
2.	SCHOOL (continued)					
2 06 52.90	Other organization	116	...	Rec	...	...
2 06 55.	Minutes in session	117				
2 06 55.01	Less than 180 minutes	117	Rec	Rec	...	...
2 06 55.02	180-239 minutes	117	Rec	Rec	...	...
2 06 55.03	240-299 minutes	117	Rec	Rec	...	...
2 06 55.04	300-359 minutes	117	Rec	Rec	...	...
2 06 55.05	360-389 minutes	117	Rec	Rec	...	...
2 06 55.06	390-419 minutes	117	Rec	Rec	...	...
2 06 55.07	420-449 minutes	117	Rec	Rec	...	...
2 06 55.08	450-479 minutes	117	Rec	Rec	...	...
2 06 55.09	480 minutes and more	117	Rec	Rec	...	...
2 06 60.	Class period	117				
2 06 65.	Minutes in class period	117				
2 06 65.01	Less than 40 minutes	117	...	Rec	Rec	...
2 06 65.02	40-44 minutes	117	...	Rec	Rec	...
2 06 65.03	45-49 minutes	117	...	Rec	Rec	...
2 06 65.04	50-54 minutes	117	...	Rec	Rec	...
2 06 65.05	55-59 minutes	117	...	Rec	Rec	...
2 06 65.06	60-64 minutes	117	...	Rec	Rec	...
2 06 65.07	65 minutes or more	117	...	Rec	Rec	...
2 06 66.	Number of class periods in typical daily session	117				
2 06 66.02	1 or 2 class periods	117	...	Rec	Rec	...
2 06 66.03	3 class periods	117	...	Rec	Rec	...
2 06 66.04	4 class periods	118	...	Rec	Rec	...
2 06 66.05	5 class periods	118	...	Rec	Rec	...
2 06 66.06	6 class periods	118	...	Rec	Rec	...
2 06 66.07	7 class periods	118	...	Rec	Rec	...
2 06 66.08	8 class periods	118	...	Rec	Rec	...
2 06 66.09	9 or more class periods	118	...	Rec	Rec	...
2 06 66.01	Irregular number of class periods	118	...	Rec	Rec	...

For KEY, see p. 28.

	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
2.	SCHOOL (continued)					
2 06 67.	Number of class periods in typical week....................	118	...	Rec	Rec	...
2 06 70.	Module of time........................	118				
2 06 71.	Variation in modules.............	118				
2 06 71.10	No variation..................	118	...	Rec	...	...
2 06 71.20	Varying for different groups...	118	...	Rec	...	...
2 06 75.	Minutes in module................	118				
2 06 75.01	Less than 10 minutes..........	118	...	Rec	...	...
2 06 75.02	10 and 11 minutes.............	118	...	Rec	...	...
2 06 75.03	12 to 14 minutes..............	118	...	Rec	...	...
2 06 75.04	15 to 19 minutes..............	118	...	Rec	...	...
2 06 75.05	20 to 29 minutes..............	119	...	Rec	...	...
2 06 75.06	30 minutes and more...........	119	...	Rec	...	...
2 06 76.	Number of modules in typical daily session..................	119				
2 06 76.01	Less than 5 minutes...........	119	...	Rec	...	...
2 06 76.02	5-7 modules.....................	119	...	Rec	...	...
2 06 76.03	8-10 modules....................	119	...	Rec	...	...
2 06 76.04	11-13 modules...................	119	...	Rec	...	...
2 06 76.05	14-16 modules...................	119	...	Rec	...	...
2 06 76.06	17-19 modules...................	119	...	Rec	...	...
2 06 76.07	20-22 modules...................	119	...	Rec	...	...
2 06 76.08	23-25 modules...................	119	...	Rec	...	...
2 06 76.09	26 modules and more...........	119	...	Rec	...	...
2 06 77.	Number of modules in typical week.............................	119	...	Rec	...	...
2 06 78.	Usual number of modules for unit of value..................	119				
2 06 78.02	2 modules.......................	119	...	Rec	...	...
2 06 78.03	3 modules.......................	119	...	Rec	...	...

For KEY, see p. 28.

	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
2.	SCHOOL (continued)					
2 06 78.04	4 modules	119	...	Rec	...	...
2 06 78.05	5 modules	119	...	Rec	...	...
2 06 78.06	6 modules	119	...	Rec	...	...
2 06 78.07	7 modules	119	...	Rec	...	...
2 06 78.08	8 modules	119	...	Rec	...	...
2 06 78.09	9 modules	119	...	Rec	...	...
2 06 78.01	More than 9 modules	119	...	Rec	...	...
2 06 90.	Other time factors	123	Op	Op	Op	Op
2 07 00.	EVALUATION AND CURRICULUM IMPROVEMENT OF SCHOOL	123				
2 07 10.	Background of the instructional program	123				
2 07 10.11	Philosophy of the school system	123	Op	Op	Op	Op
2 07 10.12	Aims of the school system	124	Op	Op	Op	Op
2 07 10.13	Goals and objectives of the school	124	Op	Op	Op	Op
2 07 10.20	School system policies	124	Op	Op	Op	Op
2 07 10.30	Characteristics of the school community	124	Rec	Rec	Rec	Rec
2 07 10.31	Composition of population	124	Op	Op	Op	Op
2 07 10.32	Occupational structure of school community	124	Op	Op	Op	Op
2 07 10.33	Educational level of parents	125	Op	Op	Op	Op
2 07 10.34	Problems of the school community	125	Op	Op	Op	Op
2 07 10.35	Needs of the school community	125	Op	Op	Op	Op
2 07 10.39	Other characteristics	125	Op	Op	Op	Op
2 07 10.40	School-community relationships	125	Rec	Rec	Rec	Rec
2 07 10.41	Community opinion	125	Op	Op	Op	Op
2 07 10.42	School-community planning	125	Op	Op	Op	Op

For KEY, see p. 28.

	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
2.	SCHOOL (continued)					
2 07 10.43	Home-school relations	125	Op	Op	Op	Op
2 07 10.44	Participation of parents in school activities and affairs	126	Op	Op	Op	Op
2 07 10.49	Other aspects of school-community relationships	126	Op	Op	Op	Op
2 07 10.50	Characteristics and needs of the pupils	126	Rec	Rec	Rec	Rec
2 07 10.51	Intellectual ability	126	Op	Op	Op	Op
2 07 10.52	Exceptionality	126	Op	Op	Op	Op
2 07 10.53	School placement	126	Op	Op	Op	Op
2 07 10.54	Educational and career intentions	126	Op	Op	Op	Op
2 07 10.55	School performance	126	Op	Op	Op	Op
2 07 10.56	Nonschool performance	126	Op	Op	Op	Op
2 07 10.57	Postschool performance	127	Op	Op	Op	Op
2 07 10.58	Mobility/stability	127	Op	Op	Op	Op
2 07 10.61	Pupil needs	127	Op	Op	Op	Op
2 07 10.62	Pupil morale	127	Op	Op	Op	Op
2 07 10.63	Pupil-staff relationships	127	Op	Op	Op	Op
2 07 10.69	Other characteristics and needs	127	Op	Op	Op	Op
2 07 10.70	Provisions for curriculum improvement	127	Op	Op	Op	Op
2 07 10.71	Faculty participation in planning	128	Op	Op	Op	Op
2 07 10.72	Encouragement of innovation	128	Op	Op	Op	Op
2 07 10.73	Evaluation	128	Op	Op	Op	Op
2 07 10.80	Provisions for improving teaching	128	Op	Op	Op	Op
2 07 10.90	Other background considerations	128	Op	Op	Op	Op

For KEY, see p. 28.

	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
2.	SCHOOL (continued)					
2 07 20.	Organization for evaluation and/or curriculum improvement	128	Op	Op	Op	Op
2 07 30.	Persons or groups involved in evaluation and/or curriculum improvement	129	Op	Op	Op	Op
2 07 40.	Evaluation procedures	131	Op	Op	Op	Op
2 07 41.	Frequency of diagnosis	131	Op	Op	Op	Op
2 07 42.	Diagnostic media	132	Op	Op	Op	Op
2 07 43.	Use of diagnostic findings	133	Op	Op	Op	Op
2 07 44.	Interpretation of outcomes	133	Op	Op	Op	Op
2 07 50.	Aspects of the instructional program evaluated	133				
2 07 51.	Instructional content	133				
2 07 51.10	Scope of instructional content	133	Op	Op	Op	Op
2 07 51.20	Subject-matter areas and courses	134	Op	Op	Op	Op
2 07 51.30	Cocurricular activities	134	Op	Op	Op	Op
2 07 51.40	Articulation of elements of the instructional program	134	Op	Op	Op	Op
2 07 51.90	Other aspects of instructional content	134	Op	Op	Op	Op
2 07 52.	Instructional resources	135				
2 07 52.10	Instructional staff	135	Rec	Rec	Rec	Rec
2 07 52.18	Staff morale	136	Op	Op	Op	Op
2 07 52.20	Services supporting instruction	136	Op	Op	Op	Op
2 07 52.30	Administration	137	Rec	Rec	Rec	Rec
2 07 52.31	Numerical adequacy of administrative staff of school	137	Op	Op	Op	Op

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
2.	SCHOOL (continued)					
2 07 52.32	Scheduling of pupils and staff into classes and services....................	137	Op	Op	Op	Op
2 07 52.33	Organization for administration..............	137	Op	Op	Op	Op
2 07 52.34	Effectiveness of administration.............	137	Op	Op	Op	Op
2 07 52.39	Other administrative factors....................	137	Op	Op	Op	Op
2 07 52.40	Facilities......................	138	Op	Op	Op	Op
2 07 52.50	Movable equipment...............	138	Op	Op	Op	Op
2 07 52.60	Supplies........................	138	Op	Op	Op	Op
2 07 52.65	Provisions for textbooks for pupils.................	138	Op	Op	Op	Op
2 07 52.71	Finances.......................	138	Op	Op	Op	Op
2 07 52.75	Salaries.......................	138	Op	Op	Op	Op
2 07 52.80	Community resources............	138	Op	Op	Op	Op
2 07 52.90	Other instructional resources...	139	Op	Op	Op	Op
2 07 53.	Instructional processes...........	139				
2 07 53.10	Medium of instruction..........	139	Op	Op	Op	Op
2 07 53.20	Methods of instruction..........	139	Op	Op	Op	Op
2 07 53.25	Grouping practices in scheduling classes.........	139	Op	Op	Op	Op
2 07 53.90	Other aspects of instructional processes......................	139	Op	Op	Op	Op
2 07 54.	Factors evaluated in programs of studies and in self-contained classes, courses, and cocurricular activities...........	140				
2 07 54.10	Characteristics of staff........	140	Op	Op	Op	Op
2 07 54.20	Instructional content...........	140	Op	Op	Op	Op

For KEY, see p. 28.

	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
2.	SCHOOL (continued)					
2 07 54.30	Resource utilization...........	140	Op	Op	Op	Op
2 07 54.40	Instructional processes........	140	Op	Op	Op	Op
2 07 54.90	Other factors..................	140	Op	Op	Op	Op
2 07 55.	Factors evaluated in instructional services...........	140				
2 07 55.10	Characteristics of the staff...	141	Op	Op	Op	Op
2 07 55.20	Nature of service provided.....	141	Op	Op	Op	Op
2 07 55.30	Resource utilization...........	141	Op	Op	Op	Op
2 07 55.90	Other factors..................	141	Op	Op	Op	Op
2 07 60.	Curriculum improvement activity......	141	Op	Op	Op	Op
2 07 70.	Scope of curriculum improvement activity...........................	142	Op	Op	Op	Op
2 07 71.	Span of levels, grades, and years..............................	142	Op	Op	Op	Op
2 07 72.	Scope of content.................	143	Op	Op	Op	Op
2 07 80.	Content of reproduced materials......	143	Op	Op	Op	Op
2 07 90.	Other aspects of evaluation and curriculum improvement..........	144	Op	Op	Op	Op
2 08 00.	EVALUATING AND REPORTING PUPIL PROGRESS...........................	144				
2 08 20.	Marking scale........................	145				
2 08 20.10	Letters............................	145	Op	Op	Op	Op
2 08 20.20	Numbers............................	145	Op	Op	Op	Op
2 08 20.30	Two-word scale.....................	145	Op	Op	Op	Op
2 08 20.40	Standard words or phrases.........	145	Op	Op	Op	Op
2 08 20.50	Percentages........................	145	Op	Op	Op	Op
2 08 20.60	Descriptive comments..............	145	Op	Op	Op	Op
2 08 20.90	Other scale........................	145	Op	Op	Op	Op

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For KEY, see p. 28.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
2.	SCHOOL (continued)					
2 08 30.	Mark value for courses of school.....	146				
2 08 30.10	Mark value does not vary..........	146	...	Op	...	...
2 08 30.20	Mark value varies among programs of studies..............	146	...	Op	...	...
2 08 30.30	Mark value varies among courses.........................	146	...	Op	...	...
2 08 30.40	Mark value varies among sections of courses..............	146	...	Op	...	...
2 08 40.	Unit of value........................	146				
2 08 41.	Terminology used for unit of value...........................	146				
2 08 41.10	Unit..........................	146	...	Op	...	...
2 08 41.20	Credit........................	146	...	Op	...	...
2 08 41.30	Semester credit hour...........	147	...	Op	...	...
2 08 41.40	Quarter credit hour............	147	...	Op	...	...
2 08 41.50	Accomplishment unit............	147	...	Op	...	...
2 08 41.90	Other term.....................	147	...	Op	...	...
2 08 42.	Class periods or modules per week.	147				
2 08 42.01	1 class period.................	147	...	Rec	Rec	Op
2 08 42.02	2 or 3 class periods...........	147	...	Rec	Rec	Op
2 08 42.03	4 class periods................	147	...	Rec	Rec	Op
2 08 42.04	5 class periods................	147	...	Rec	Rec	Op
2 08 42.05	6 or 7 class periods...........	147	...	Rec	Rec	Op
2 08 42.06	8 or 9 class periods...........	147	...	Rec	Rec	Op
2 08 42.07	10 to 13 class periods.........	147	...	Rec	Rec	Op
2 08 42.08	14 to 16 class periods.........	147	...	Rec	Rec	Op
2 08 42.09	17 class periods and over......	147	...	Rec	Rec	Op
2 08 42.11	8 or fewer modules	147	...	Rec	Rec	Op
2 08 42.12	9 or 10 modules................	147	...	Rec	Rec	Op
2 08 42.13	11 or 12 modules...............	147	...	Rec	Rec	Op
2 08 42.14	13 to 15 modules...............	147	...	Rec	Rec	Op
2 08 42.15	16 modules.....................	147	...	Rec	Rec	Op

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For KEY, see p. 28.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
2. SCHOOL (continued)						
2 08 42.16	17 to 20 modules................	147	...	Rec	Rec	Op
2 08 42.17	21 to 24 modules................	147	...	Rec	Rec	Op
2 08 42.18	25 to 29 modules................	147	...	Rec	Rec	Op
2 08 42.19	30 or more modules..............	147	...	Rec	Rec	Op
2 08 43.	Minutes per week...................	147				
2 08 43.01	Less than 60 minutes	148	...	Rec	Rec	Op
2 08 43.02	60 to 119 minutes...............	148	...	Rec	Rec	Op
2 08 43.03	120 to 179 minutes..............	148	...	Rec	Rec	Op
2 08 43.04	180 to 239 minutes..............	148	...	Rec	Rec	Op
2 08 43.05	240 to 299 minutes..............	148	...	Rec	Rec	Op
2 08 43.06	300 to 359 minutes..............	148	...	Rec	Rec	Op
2 08 43.07	360 to 479 minutes..............	148	...	Rec	Rec	Op
2 08 43.08	480 to 599 minutes..............	148	...	Rec	Rec	Op
2 08 43.09	600 minutes and more............	148	...	Rec	Rec	Op
2 08 44.	Portion of regular school term.....	148				
2 08 44.10	One regular school term.........	148	...	Rec	Rec	Op
2 08 44.20	One-half regular school term....	148	...	Rec	Rec	Op
2 08 44.30	One-third regular school term...	148	...	Rec	Rec	Op
2 08 44.90	Other portion of regular school term....................	148	...	Rec	Rec	Op
2 08 45.	Variations in units of value.......	148				
2 08 45.10	Units of value do not vary......	148	...	Op	...	...
2 08 45.20	Units of value vary among programs of study..............	149	...	Op	...	...
2 08 45.30	Units of value vary among courses........................	149	...	Op	...	...
2 08 50.	Number of reporting periods...........	149				
2 08 50.10	For regular school term............	149				
2 08 50.11	1 period........................	149	Op	Op	...	...

For KEY, see p. 28.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
2.	SCHOOL (continued)					
2 08 50.12	2 periods	149	Op	Op	...	...
2 08 50.13	3 periods	149	Op	Op	...	...
2 08 50.14	4 periods	149	Op	Op	...	...
2 08 50.15	5 periods	149	Op	Op	...	...
2 08 50.16	6 periods	149	Op	Op	...	...
2 08 50.18	8 periods	149	Op	Op	...	...
2 08 50.17	Other number of periods	149	Op	Op	...	...
2 08 50.19	As required	149	Op	Op	...	...
2 08 50.20	For summer school term	149	Op	Op	...	...
2 08 60.	Means of reporting	149				
2 08 60.10	Report card	149	Op	Op	...	...
2 08 60.20	Letter or note	149	Op	Op	...	...
2 08 60.30	Parent conference	149	Op	Op	...	...
2 08 60.90	Other means of reporting	150	Op	Op	...	...
2 08 70.	Mark point average	150				
2 08 71.	Frequency of computation	150				
2 08 71.10	Once in regular school term	150	...	Op	...	...
2 08 71.20	Once in subdivision of regular school term	150	...	Op	...	...
2 08 71.30	Every marking period	150	...	Op	...	...
2 08 71.40	Other frequency	150	...	Op	...	...
2 08 71.90	Mark point average not computed	150	...	Op	...	...
2 08 72.	Courses included in mark point average	150				
2 08 72.10	Every course	150	...	Op	...	...
2 08 72.20	Not every course	150	...	Op	...	...
2 08 80.	Honor roll	150				

For KEY, see p. 28.

	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
2.	SCHOOL (continued)					
2 08 81.	Frequency of honor roll..........	150				
2 08 81.10	Once in regular term..........	150	...	Op	...	...
2 08 81.20	Once in subdivision of regular school term.................	150	...	Op	...	...
2 08 81.30	Every marking period..........	150	...	Op	...	...
2 08 81.40	Once every marking period and semester or quarter..........	150	...	Op	...	...
2 08 81.80	Other frequency...............	151	...	Op	...	...
2 08 81.90	Honor roll not prepared.......	151	...	Op	...	...
2 09 00.	PUPILS SERVED.......................	151				
2 09 10.	Number of pupils served............	151				
2 09 11.	Fall membership of school........	151	Rec	Rec	Rec	Rec
2 09 12.	Full-time pupils.................	151	...	...	Op	Op
2 09 13.	Part-time pupils.................	151	...	...	Op	Op
2 09 14.	Full-time equivalency of pupils..	151	...	...	Op	Op
2 09 20.	Basis for selection or grouping.....	152	Rec	Rec	Rec	Rec
2 09 20.10	Unselected grouping..............	152	Rec	Rec	Rec	Rec
2 09 20.20	Selected grouping................	152	Rec	Rec	Rec	Rec
2 09 30.	Sex of pupils.......................	152				
2 09 30.10	Both males and females...........	152				
2 09 30.11	Coeducational.................	152	Rec	Rec	Rec	Rec
2 09 30.12	Coordinate....................	152	Rec	Rec	Rec	Rec
2 09 30.20	Males only........................	152	Rec	Rec	Rec	Rec
2 09 30.30	Females only......................	152	Rec	Rec	Rec	Rec
2 09 40.	Pupil background....................	152				

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	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
2.	SCHOOL (continued)					
2 09 41.	Race	153	Op	Op	Op	Op
2 09 42.	Ethnic origin	153	Op	Op	...	...
2 09 43.	Religion	153	Op	Op	Op	Op
2 09 44.	Non-English	153	Op	Op	...	...
2 09 45.	Socioeconomic background	153	Op	Op	...	...
2 09 49.	Other background factors	153	Op	Op	Op	Op
2 09 50.	Characteristics of pupil group	153				
2 11 00.	ENTRANCE INTO SCHOOL	159	Rec	Rec	Rec	Rec
2 11 10.	Requirements and procedures for entrance into school	159				
2 11 10.01	Location of residence	159	Op	Op	Op	Op
2 11 10.05	Achievement in schoolwork	160	...	Op	Op	Op
2 11 10.06	Age	160	Op	Op	Op	Op
2 11 10.07	Court commitment	160	Op	Op	...	Op
2 11 10.12	Grade or year standing	160	...	Op	Op	...
2 11 10.13	None	160	...	Op	Op	Op
2 11 10.14	Recommendation of psychologist	160	Rec	Rec	...	...
2 11 10.15	Recommendation of teachers, counselor, and/or principal	160	...	Rec	Rec	...
2 11 10.16	Special pupil ability, aptitude, or interest	161	Op	Op	Op	Op
2 11 10.17	Special pupil need	161	Rec	Rec	...	...
2 11 10.18	Successful completion of entrance examination or other test	161	...	Op	Op	Op
2 11 10.99	Other requirements and procedures.	161	Rec	Rec	Op	Op
2 11 30.	Orientation practices	162	...	Op	Op	Op
2 12 00.	PROGRESS AND PROMOTION PRACTICES OF SCHOOL	162				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
2.	SCHOOL (continued)					
2 12 10.	Type of promotion practice	162				
2 12 10.10	Regular promotion	162	Op	Op	...	...
2 12 10.20	Accelerated promotion	162	Op	...	...	...
2 12 10.30	Probationary promotion	163	Op	...	...	...
2 12 10.40	Nonpromotion	163	Op	...	...	...
2 12 10.50	Continuous promotion	163	Op	...	...	...
2 12 10.60	Variable progress	163	Op	...	...	...
2 12 10.90	Other type of promotion	163	Op	...	...	...
2 12 20.	Bases for promotion	163				
2 12 20.10	Achievement	163	Op	Op	...	...
2 12 20.20	Intellectual development	163	Op	Op	...	...
2 12 20.30	Chronological age	163	Op	Op	...	...
2 12 20.40	Social maturity	163	Op	Op	...	...
2 12 20.50	Time in class	164	Op	Op	...	...
2 12 20.90	Other basis	164	Op	Op	...	...
2 12 30.	Promotion period	164				
2 12 30.10	Annual	164	Op	Op	Op	...
2 12 30.20	Semiannual	164	Op	Op	Op	...
2 12 30.30	Flexible	164	Op	Op	...	...
2 12 30.90	Other period	164	Op	Op	Op	...
2 13 00.	GRADUATION AND OTHER TERMINATION PRACTICES OF SCHOOL	164				
2 13 10.	Requirements for graduation	164				
2 13 10.10	Completion of minimum number of units of value	165	...	Rec	Rec	...
2 13 10.20	General performance or achievement in schoolwork	165	...	Rec	Rec	...
2 13 10.30	Equivalency examination	165	...	Rec	...	...
2 13 10.40	Age	165	Op	Op	...	...

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
2.	SCHOOL (continued)					
2 13 10.50	Duration of time	165	Op	Op	...	...
2 13 10.90	Other requirements	166	...	Rec	Rec	...
2 13 21.	Recognition for graduation	166				
2 13 21.10	High school diploma	166	...	Rec	...	...
2 13 21.11	Uniform high school diploma		...	Rec	...	...
2 13 21.12	Differentiated high school diplomas	166	...	Rec	...	...
2 13 21.20	Certificate of high school equivalency	166	...	Rec	...	...
2 13 21.30	Certificate of completion	167	Rec	Rec	Rec	Rec
2 13 21.40	Certificate of attendance	167	...	Rec	...	Rec
2 13 21.50	Associate degree	167	...	...	Rec	...
2 13 21.60	Other certificate or degree	167	...	Rec	Rec	Rec
2 13 21.70	Promotion to next school	167	Rec	Rec	Rec	...
2 13 21.80	No recognition	167	Rec	Rec	...	Rec
2 13 21.90	Other recognition	167	Rec	Rec	Rec	Rec
2 13 30.	Other termination practices	169				
2 13 31.	Type of practice	169				
2 13 31.10	Suspension	169	Op	Op	...	...
2 13 31.20	Expulsion	169	Op	Op	...	...
2 13 31.30	Probation	169	Op	Op	...	...
2 13 31.40	Recommended transfer or other withdrawal	169	Op	Op	...	...
2 13 31.50	Legal exclusion	169	Op	Op	...	...
2 13 31.90	Other practice	169	Op	Op	...	...
2 13 32.	Reason for terminating membership	170				
2 13 32.10	Underage	170	Op	Op	...	...

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
2.	SCHOOL (continued)					
2 13 32.20	Overage	170	Op	Op	...	...
2 13 32.30	Physical condition	170	Op	Op	...	...
2 13 32.40	Mental retardation	170	Op	Op	...	...
2 13 32.50	Mental illness or behavioral difficulty	170	Op	Op	...	...
2 13 32.90	Other reason	170	Op	Op	...	...
2 32 00.	SCHOOL SERVICES SUPPORTING INSTRUCTION	180				
2 32 10.	Resource services for pupils	181				
2 32 11.	School library services	181	Rec	Rec	Rec	Rec
2 32 11.10	Selection, acquisition, and preparation of materials for pupils	181	Op	Op	Op	Op
2 32 11.20	Instruction in use of library	181	Op	Op	Op	Op
2 32 11.30	Individual guidance in selection of books and materials	181	Op	Op	Op	Op
2 32 11.40	Reference materials and services	181	Op	Op	Op	Op
2 32 11.50	Circulation services	181	Op	Op	Op	Op
2 32 11.90	Other school library services	181	Op	Op	Op	Op
2 32 12.	Audiovisual services	181	Rec	Rec	Rec	Rec
2 32 12.10	Materials, equipment, and services for viewing	182	Op	Op	Op	Op
2 32 12.20	Materials, equipment, and services for listening	182	Op	Op	Op	Op
2 32 12.30	Circulation services	182	Op	Op	Op	Op
2 32 12.90	Other audiovisual services	182	Op	Op	Op	Op
2 32 13.	Provisions for textbooks	182	Rec	Rec	Rec	Rec
2 32 13.10	Free loan plan	182	Op	Op	Op	Op

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
2.	SCHOOL (continued)					
2 32 13.20	Rental plan	182	Op	Op	Op	Op
2 32 13.30	Purchase plan	182	Op	Op	Op	Op
2 32 13.40	Combination of plans	182	Op	Op	Op	Op
2 32 13.90	Other plan	182	Op	Op	Op	Op
2 32 14.	Provisions for supplies	182	Op	Op	Op	Op
2 32 19.	Other resource services for pupils	183	Op	Op	Op	Op
2 32 20.	Pupil personnel services	183				
2 32 21.	Guidance services	183	Rec	Rec	Rec	Rec
2 32 21.10	Counseling with pupils	183	Rec	Rec	Rec	Rec
2 32 21.11	Educational Counseling	183	Op	Op	Op	Op
2 32 21.12	Career counseling	183	Op	Op	Op	Op
2 32 21.13	Personal/social counseling	184	Op	Op	Op	Op
2 32 21.20	Counseling with parents	184	Rec	Rec	Rec	Rec
2 32 21.30	Consultant service to staff members	184	Rec	Rec	Rec	Rec
2 32 21.31	Assistance with individual pupils	184	Op	Op	Op	Op
2 32 21.32	Inservice education on guidance services	184	Op	Op	Op	Op
2 32 21.33	Program development for guidance services	184	Op	Op	Op	Op
2 32 21.39	Other consultant services	184	Op	Op	Op	Op
2 32 21.40	Pupil appraisal services	184	Rec	Rec	Rec	Rec
2 32 21.50	Information service	184	...	Rec	Rec	Rec
2 32 21.51	Educational information	185	...	Op	Op	Op
2 32 21.52	Occupational information	185	...	Op	Op	Op
2 32 21.53	Personal and social information	185	...	Op	Op	Op

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	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
2.	SCHOOL (continued)					
2 32 21.60	Maintenance and interpretation of cumulative records of individual pupils............	185	Rec	Rec	Rec	Rec
2 32 21.61	Home and family background..	185	Op	Op	Op	Op
2 32 21.62	Physical and medical status.	185	Op	Op	Op	Op
2 32 21.63	Standardized test results...	185	Op	Op	Op	Op
2 32 21.64	Personal and social development...............	185	Op	Op	Op	Op
2 32 21.65	School performance..........	185	Op	Op	Op	Op
2 32 21.69	Other factors..............	185	Op	Op	Op	Op
2 32 21.71	Placement services...............	185	...	Rec	Rec	Rec
2 32 21.72	Follow-up and evaluation services.........................	185	...	Rec	Rec	Rec
2 32 21.80	Financial aid service............	186	...	Rec	Rec	Rec
2 32 21.91	Referral for additional guidance services...............	186	...	Rec	Rec	Rec
2 32 21.99	Other guidance services..........	186	...	Rec	Rec	Rec
2 32 22.	Health services.....................	186	Rec	Rec	Rec	Rec
2 32 22.01	Compilation, maintenance, and use of pupil health records......	186	Op	Op	Op	Op
2 32 22.10	Health appraisal.................	186	Op	Op	Op	Op
2 32 22.11	Vision screening.............	186	Op	Op	Op	Op
2 32 22.12	Hearing screening.............	186	Op	Op	Op	Op
2 32 22.13	Periodic physical examinations.	186	Op	Op	Op	Op
2 32 22.14	Tuberculosis testing..........	186	Op	Op	Op	Op
2 32 22.19	Other screening and laboratory testing practices...	186	Op	Op	Op	Op
2 32 22.21	Nurse services....................	186	Op	Op	Op	Op
2 32 22.22	Provision of care of emergency illness and injury..............	186	Op	Op	Op	Op

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
2. SCHOOL (continued)						
2 32 22.30	Inservice education on health services	186	Op	Op	Op	Op
2 32 22.40	Health counseling for individual pupils	186	Op	Op	Op	Op
2 32 22.50	Communications to parents about health problems of pupils	186	Op	Op	Op	---
2 32 22.60	Dental services	187	Op	Op	Op	Op
2 32 22.61	Dental screening	187	Op	Op	Op	Op
2 32 22.62	Dental care	187	Op	Op	Op	Op
2 32 22.69	Other dental services	187	Op	Op	Op	Op
2 32 22.70	Psychiatric services	187	Op	Op	Op	Op
2 32 22.81	Immunization program	187	Op	Op	Op	Op
2 32 22.82	Prevention and control of communicable diseases	187	Op	Op	Op	Op
2 32 22.83	Adjusting programs to health needs of individual pupils	187	Op	Op	Op	Op
2 32 22.84	Promoting a healthful school environment	187	Op	Op	Op	Op
2 32 22.85	Food program for needy children	187	Op	Op	Op	Op
2 32 22.86	Referral for diagnosis or treatment	187	Op	Op	Op	Op
2 32 22.90	Other health services	187	Op	Op	Op	Op
2 32 23.	School psychological services	187	...	Rec	Rec	Rec
2 32 23.10	Administering psychological tests	187	...	Op	Op	Op
2 32 23.20	Interpreting results of psychological testing	188	...	Op	Op	Op
2 32 23.30	Psychotherapy	188	...	Op	Op	Op
2 32 23.40	Working with other staff members	188	...	Op	Op	Op
2 32 23.50	Referral of pupils for further diagnosis or treatment	188	...	Op	Op	Op
2 32 23.90	Other psychological services	188	...	Op	Op	Op
2 32 24.	Speech pathology and audiology services	188	Op	Op	Op	Op

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
2.	SCHOOL (continued)					
2 32 24.10	Speech pathology services	188	Op	Op	Op	Op
2 32 24.20	Audiology services	188	Op	Op	Op	Op
2 32 25.	School attendance and social work services	189	Rec	Rec	Rec	Rec
2 32 25.10	Attendance services	189	Rec	Rec	...	...
2 32 25.20	School social work services	189	Rec	Rec	Rec	Rec
2 32 29.	Other pupil personnel services	189	Rec	Rec	Rec	Rec
2 32 30.	Services for instructional staff	189				
2 32 31.	Library services	189	Rec	Rec	Rec	Rec
2 32 31.10	Selection, acquisition, and preparation of new materials for instructional staff	190	Op	Op	Op	Op
2 32 31.20	Consultant service to instructional staff	190	Op	Op	Op	Op
2 32 31.30	Guidance in selection of books and materials	190	Op	Op	Op	Op
2 32 31.40	Reference materials and services	190	Op	Op	Op	Op
2 32 31.50	Circulation materials and services	190	Op	Op	Op	Op
2 32 31.90	Other library services	190	Op	Op	Op	Op
2 32 32.	Audiovisual services	190	Rec	Rec	Rec	Rec
2 32 32.10	Consultant service to instructional staff	190	Op	Op	Op	Op
2 32 32.20	Materials, equipment, and services for viewing	190	Op	Op	Op	Op
2 32 32.30	Materials, equipment, and services for listening	191	Op	Op	Op	Op
2 32 32.40	Circulation services	191	Op	Op	Op	Op

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
2.	SCHOOL (continued)					
2 32 32.50	Selection, acquisition, and preparation of new materials	191	Op	Op	Op	Op
2 32 32.60	Production of school-produced material	191	Op	Op	Op	Op
2 32 32.90	Other audiovisual services	191	Op	Op	Op	Op
2 32 33.	Curriculum laboratory	191	Op	Op	Op	Op
2 32 34.	Other resource services	191	Op	Op	Op	Op
2 32 35.	Instructional supervision services.	191	Rec	Rec	Rec	Rec
2 32 36.	Provisions for inservice education.	192	Rec	Rec	Rec	Rec
2 32 36.01	Workshop	192	Op	Op	Op	Op
2 32 36.07	Committee project	193	Op	Op	Op	Op
2 32 36.08	Group study activity	193	Op	Op	Op	Op
2 32 36.11	Staff meetings	193	Op	Op	Op	Op
2 32 36.13	Helping teacher	194	Op	Op	Op	Op
2 32 36.90	Other provisions for inservice education	194	Op	Op	Op	Op
2 32 39.	Other services for instructional staff	194	Rec	Rec	Rec	Rec
2 32 40.	Statistical services	195	Op	Op	Op	Op
2 32 50.	Information services	196	Op	Op	Op	Op
2 32 60.	Community services	196	Rec	Rec	Rec	Rec
2 32 60.01	Identification of community needs and interests	196	Op	Op	Op	Op
2 32 60.02	Community recreation programs	196	Op	Op	Op	Op
2 32 60.03	After school activities for pupils.	196	Op	Op	...	...
2 32 60.04	Tutoring and homework help program.	196	Op	Op	...	...
2 32 60.05	Library service to public	197	Op	Op	Op	Op
2 32 60.06	Community welfare activities	197	Op	Op	Op	Op
2 32 60.08	Civic activities	197	Op	Op	Op	Op

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	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
2.	SCHOOL (continued)					
2 32 60.11	Services for nonpublic school pupils	197	Op	Op	Op	Op
2 32 60.12	Facilities designed for community use as well as for school use	197	Op	Op	Op	Op
2 32 60.13	Facilities available for community use	197	Op	Op	Op	Op
2 32 60.90	Other community services	197	Op	Op	Op	Op
2 32 70.	Ancillary services	197	Op	Op	Op	Op
2 32 71.	Food services	197	Op	Op	Op	Op
2 32 71.10	Regular meals and snacks	198	Op	Op	Op	Op
2 32 71.20	Incidental meals and snacks	198	Op	Op	Op	Op
2 32 71.90	Other food services	198	Op	Op	Op	Op
2 32 72.	Pupil transportation services	198	Op	Op	Op	Op
2 32 79.	Other ancillary services	198	Op	Op	Op	Op
2 33 00.	COMMUNITY RESOURCES	199	Op	Op	...	...
2 34 00.	LOCATION OF INSTRUCTION	199				
2 34 10.10	School facility or facilities	199	Rec	Rec	Rec	Rec
2 34 10.20	Home of pupil	199	Rec	Rec	Rec	Rec
2 34 10.30	Hospital	200	Rec	Rec	Rec	Rec
2 34 10.90	Other nonschool location	200	Rec	Rec	Rec	Rec
2 35 00.	FACILITIES OF SCHOOL	200	Op	Op	Op	Op

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
2.	SCHOOL (continued)					
2 53 20.	PROGRAMS OF STUDIES OF SCHOOL.........	217				
2 53 21.	Single program or multiple programs of studies........................	217				
2 53 21.10	Single program of studies.......	217	...	Rec	...	...
2 53 21.20	Multiple programs of studies....	217	...	Rec	...	...
2 53 22.	Type(s) of program of studies......	218	Rec	Rec	Rec	Rec
2 53 23.	Area(s) of specialization..........	218	...	Op	Op	Op
2 55 30.	PUPIL MEMBERSHIP IN PROGRAMS OF STUDIES, COURSES, AND COCURRICULAR ACTIVITIES............................	219	Op	Op	Op	Op
2 56 20.	INSTRUCTIONAL STAFF MEMBERS WITHIN SCHOOL..............................	220	Op	Op	Op	Op
2 57 20.	COURSES OFFERED BY SCHOOL............	221	...	Op	Op	Op
2 58 20.	COCURRICULAR ACTIVITIES PROVIDED BY SCHOOL..............................	222	...	Op	Op	Op
2 99 00.	OTHER INFORMATION ABOUT SCHOOL.......	222	Op	Op	Op	Op

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ITEMS DESCRIBING A PROGRAM OF STUDIES
30000 Series

A program of studies is a combination of related courses and/or self-contained classes organized for the attainment of specific educational objectives, e.g., a program of special education for handicapped pupils, a college preparatory program, an occupational program (in a given occupation or cluster or occupations), a general education program, and a transfer program.

Items of information included in the 30000 Series may be used to describe aspects of each program of studies offered by a school. This includes items concerning the type of program, accreditation or approval, units of value or "credits," pupils served by the program, requirements for entrance into the program, requirements and recognition for completion, and the content of the program. Items of information used for describing the school providing each program of studies are included in the 20000 Series.

For certain types of schools, items of information descriptive of a "department" (e.g., of an English department or science department) may be drawn as appropriate from various portions of the handbook and included under this heading. Among such items are those used to describe departmental course offerings (see item X5740 of chapter 3), staff members (see the X5600 Series of chapter 3), facilities (the X3500 Series), and equipment and supplies (the X3600 Series).

	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
3 02.00	IDENTIFICATION OF PROGRAM STUDIES.....	87				
3 02 12.	Standard descriptive title............	87	Rec	Rec	Rec	Rec
3 02 13.	Local descriptive title...............	87	Rec	Rec	Rec	Rec
3 02 23.	Local number or code..................	88	Rec	Rec	Rec	Rec
3 02 43.	Type of program of studies............	93				
3 02 43.11	Typical local elementary program...	93	Rec	...	...	...
3 02 43.15	Typical local junior high school program..........................	93	...	Rec	...	...

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	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
3.	PROGRAM OF STUDIES (continued)					
3 02 43.20	Program of special education for handicapped pupils...............	93	Rec	Rec	Rec	Rec
3 02 43.31	College preparatory program.......	94	...	Rec	...	...
3 02 43.33	Advanced placement program........	94	...	Rec	...	...
3 02 43.35	Provisions for postgraduate studies..........................	94	...	Rec	...	...
3 02 43.41	General education program.........	94	...	Rec	Rec	...
3 02 43.43	Occupational program..............	94	...	Rec	Rec	Rec
3 02 43.51	Transfer program..................	95	...	...	Rec	...
3 02 43.61	Provisions for free selection.....	95	...	...	...	Rec
3 02 43.71	Rehabilitation program............	95	Rec	Rec	Rec	Rec
3 02 43.90	Other program of studies..........	95	Rec	Rec	Rec	Rec
3 02 44.	Combination of courses..............	95	...	Op	Op	Op
3 02 70.	Contract for instructional services..	99				
3 02 71.10	Contract awarded to another agency	99	Rec	Rec	Rec	Rec
3 02 71.20	Contract awarded to this school, school system, or agency.........	100	Rec	Rec	Rec	Rec
3 02 72.	Source or recipient of contract......	100				
3 02 72.10	Public school or school system....	100	Op	Op	Op	Op
3 02 72.20	Other public agency...............	100	Op	Op	Op	Op
3 02 72.30	Nonpublic school or school system.	100	Op	Op	Op	Op
3 02 72.40	Other nonpublic agency............	100	Op	Op	Op	Op
3 05 00.	ACCREDITATION AND/OR APPROVAL OF PROGRAM OF STUDIES..................	106				
3 05 10.	Approval status......................	107	Rec	Rec	Rec	Rec
3 05 20.	Approving agency.....................	107	Rec	Rec	Rec	Rec
3 05 30.	Accreditation status.................	108	Rec	Rec	Rec	Rec
3 05 40.	Accrediting agency...................	108				
3 05 40.10	State department of education.....	108	...	Rec	Rec	Rec
3 05 40.20	Regional accrediting association..	108	...	Rec	Rec	Rec

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	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
3.	PROGRAM OF STUDIES (continued)					
3 05 40.30	Professional association	108	...	Rec	Rec	Rec
3 05 40.40	Technical and/or business association	109	...	Rec	Rec	Rec
3 05 40.90	Other agency	109	...	Rec	Rec	Rec
3 06 00.	TIME SCHEDULE	109				
3 06 52.	Organization of time segments in daily session	115				
3 06 52.10	Full session (self-contained class).	115	...	Op	...	...
3 06 52.20	Partially departmentalized session.	115	...	Op	...	...
3 06 52.30	Uniform class periods	115	...	Op	...	...
3 06 52.31	Single period	116	...	Op	...	...
3 06 52.32	Multiple periods (block of time)		...	Op	...	...
3 06 52.33	Combination of single and multiple periods	116	...	Op	...	...
3 06 52.40	Nonuniform class periods	116	...	Op	...	...
3 06 52.50	Modules of time	116	...	Op	...	...
3 06 52.60	Combination of class periods and modules	116	...	Op	...	...
3 06 52.90	Other organization	116	...	Op	...	...
3 06 55.	Minutes in session	117	...	Op	...	Op
3 06 65.	Minutes in class period	117	...	Op	...	Op
3 06 66.	Number of class periods in typical daily session	117	...	Op	...	...
3 06 67.	Number of class periods in typical week	118	...	Op	Op	Op
3 06 70.	Module of time	118	...	Op	...	...
3 06 90.	Other time factors	123	Op	Op	Op	Op
3 07 00.	EVALUATION AND CURRICULUM IMPROVEMENT.	123				
3 07 10.	Background of the instructional program	123	Op	Op	Op	Op

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
3.	PROGRAM OF STUDIES (continued)					
3 07 40.	Evaluation procedures	131	Op	Op	Op	Op
3 07 50.	Aspects of program of studies evaluated	133	Op	Op	Op	Op
3 07 60.	Curriculum improvement activity	141	Op	Op	Op	Op
3 07 90.	Other aspects of evaluation and curriculum improvement	144	Op	Op	Op	Op
3 08 00.	EVALUATING AND REPORTING PUPIL PROGRESS	145				
3 08 20.	Marking scale	145	Op	Op	Op	Op
3 08 30.	Mark value for courses	146	...	Op	...	...
3 08 40.	Unit of value	146				
3 08 41.	Terminology used for unit of value	146	...	Op	Op	Op
3 08 42.	Class periods or modules per week	147	...	Rec	Rec	Op
3 08 43.	Minutes per week	147	...	Rec	Rec	Op
3 08 44.	Portion of regular school term	148	...	Rec	Rec	Op
3 08 45.	Variations in units of value	148	...	Op	...	...
3 08 60.	Means of reporting	149	Op	Op	...	...
3 08 70.	Mark point average	150	...	Op	...	...
3 09 00.	PUPILS SERVED BY PROGRAM OF STUDIES	151				
3 09 10.	Number of pupils served	151	Op	Op	Op	Op
3 09 12.	Full-time pupils	151	...	...	Op	Op
3 09 13.	Part-time pupils	151	...	...	Op	Op
3 09 14.	Full-time equivalency of pupils	151	...	...	Op	Op
3 09 20.	Basis for selection or grouping	152	Op	Op	Op	Op
3 09 30.	Sex of pupils	152	Op	Op	Op	Op
3 09 50.	Characteristics of pupil group	153				
3 09 50.10	Normal range of pupils	154	Rec	Rec	Rec	Rec
3 09 50.20	Gifted and talented	154	Rec	Rec	Rec	Rec

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3. PROGRAM OF STUDIES (continued)						
3 09 50.21	in general academic work........	154	Op	Op	Op	Op
3 09 50.22	in music........................	154	Op	Op	Op	Op
3 09 50.23	in dance........................	154	Op	Op	Op	Op
3 09 50.24	in arts of design...............	154	Op	Op	Op	Op
3 09 50.25	in dramatics....................	154	Op	Op	Op	Op
3 09 50.26	in mathematics..................	154	Op	Op	Op	Op
3 09 50.27	in science......................	154	Op	Op	Op	Op
3 09 50.28	in industrial arts and/or applied science...............	154	Op	Op	Op	Op
3 09 50.29	in other areas..................	154	Op	Op	Op	Op
3 09 50.30	Slow learners...................	154	Rec	Rec	Rec	Rec
3 09 50.40	Mentally retarded...............	154				
3 09 50.41	Educable mentally retarded......	155	Rec	Rec	...	...
3 09 50.42	Trainable mentally retarded.....	155	Rec	Rec	...	...
3 09 50.43	Custodial mentally retarded.....	155	Rec	Rec	...	...
3 09 50.50	Physically handicapped..........	155				
3 09 50.51	Blind...........................	155	Rec	Rec	Rec	Rec
3 09 50.52	Partially seeing................	155	Rec	Rec	Rec	Rec
3 09 50.53	Deaf............................	155	Rec	Rec	Rec	Rec
3 09 50.54	Hard of hearing.................	155	Rec	Rec	Rec	Rec
3 09 50.55	Speech impaired.................	155	Rec	Rec	Rec	Rec
3 09 50.56	Crippled........................	155	Rec	Rec	Rec	Rec
3 09 50.57	Pupils with special physical health problems................	156	Rec	Rec	Rec	Rec
3 09 50.60	Socially and/or emotionally handicapped.....................	156				
3 09 50.61	Emotionally disturbed...........	156	Rec	Rec	...	...
3 09 50.62	Delinquency prone...............	156	Rec	Rec	...	...
3 09 50.69	Other social and/or emotional handicaps.....................	156	Rec	Rec	...	...
3 09 50.70	Culturally handicapped..........	157	Rec	Rec	...	Rec

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For KEY, see p. 28.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
3.	PROGRAM OF STUDIES (continued)					
3 09 50.71	Culturally disadvantaged......	157	Rec	Rec	...	Rec
3 09 50.72	Non-English speaking..........	157	Rec	Rec	...	Rec
3 09 50.73	Migrant child.................	157	Rec	Rec	...	...
3 09 50.74	Functionally illiterate.......	157	...	...	...	Rec
3 09 50.79	Other cultural handicaps.......	157	Rec	Rec	...	...
3 09 50.80	Pupils with learning disabilities.	158	Rec	Rec	...	...
3 09 50.90	Miscellaneous characteristics.....	158	Op	Op	Op	Op
3 09 50.91	Multiple handicapped...........	158	Rec	Rec	Op	Op
3 09 50.92	Prekindergarten age............	158	Op	...	...	...
3 09 50.93	Former dropouts................	158	...	Op	Op	Op
3 09 50.94	Employed youth under age 18....	158	...	Op	...	Op
3 09 50.95	Pregnant girls.................	158	...	Op	...	Op
3 09 50.96	Adult age......................	158	...	Op	Op	Op
3 09 50.97	Parents........................	158	Op	Op	Op	Op
3 09 50.99	Other characteristics..........	158	Op	Op	Op	Op
3 11 00.	ENTRANCE INTO PROGRAM OF STUDIES....	159				
3 11 10.	Requirements and procedures for entrance into program of studies...	159				
3 11 10.02	Entrance into school............	159	Op	Op	Op	Op
3 11 10.03	Course or courses previously completed.........................	160	...	Op	Op	Op
3 11 10.05	Achievement in schoolwork........	160	...	Op	Op	Op
3 11 10.08	Current employment...............	160	...	...	...	Op
3 11 10.11	Employability....................	160	...	Op	...	Op
3 11 10.12	Grade or year standing...........	160	...	Op	Op	...
3 11 10.13	None.............................	160	...	Op	Op	Op
3 11 10.14	Recommendation of psychologist...	160	Rec	Rec	...	...
3 11 10.15	Recommendation of teachers, counselor, and/or principal.....	160	...	Rec	Rec	...
3 11 10.16	Special pupil ability, aptitude, or interest.....................	161	Op	Op	Op	Op
3 11 10.17	Special pupil need...............	161	Rec	Rec	...	...

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
3.	PROGRAM OF STUDIES (continued)					
3 11 10.18	Successful completion of entrance examination or other test........	161	...	Op	Op	Op
3 11 10.99	Other requirements and procedures.	161	Rec	Rec	Op	Op
3 11 30.	Orientation practices...............	162	...	Op	Op	Op
3 13 00.	COMPLETION OF PROGRAM OF STUDIES.....	164				
3 13 10.	Requirements for successful completion of program of studies..............	164				
3 13 10.10	Completion of a minimum number of units of value..................	165	...	Rec	Rec	...
3 13 10.11	Total number..................	165	...	Op	Op	Op
3 13 10.12	Number in required courses in area of major specialization..	165	...	Op	Op	Op
3 13 10.13	Number in required courses in area of minor specialization..	165	...	Op	Op	Op
3 13 10.14	Number in elective courses.....	165	...	Op	Op	Op
3 13 10.15	Noncredit courses required.....	165	...	Op	Op	Op
3 13 10.20	General performance or achievement in schoolwork..................	165	...	Rec	Rec	Rec
3 13 10.30	Equivalency examination..........	165	...	Rec	...	...
3 13 10.40	Age............................	165	Op	Op	...	...
3 13 10.50	Duration of time.................	165	Op	Op	...	...
3 13 10.90	Other requirement................	166	...	Rec	Rec	...
3 13 21.	Recognition for completion of program of studies.........................	166				
3 13 21.10	High school diploma..............	166	...	Rec	...	...
3 13 21.20	Certificate of high school equivalency......................	166	...	Rec	...	...
3 13 21.30	Certificate of completion.........	167	...	Rec	...	Rec
3 13 21.40	Certificate of attendance........	167	...	Rec	...	Rec

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	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
3.	PROGRAM OF STUDIES (continued)					
3 13 21.50	Associate degree	167	...	...	Rec	...
3 13 21.60	Other certificate or degree	167	...	Rec	Rec	Rec
3 13 21.70	Promotion to next school	167	Rec	Rec	Rec	...
3 13 21.80	No recognition	167	Rec	Rec	...	Rec
3 13 21.90	Other recognition	167	Rec	Rec	Rec	Rec
3 13 30.	Other termination practices	169	Op	Op	...	...
3 21 00.	SUBJECT MATTER OF PROGRAM OF STUDIES.	171				
3 21 40.	Specialization	173				
3 21 41.	Area(s) of major specialization	173	...	Op	Rec	Rec
3 21 42.	Area(s) of minor specialization	174	...	Op	Rec	Rec
3 21 43.	Type of occupational program of studies	174				
3 21 43.10	Occupational training program	174	...	Rec	Rec	Rec
3 21 43.20	Occupational retraining program	174				
3 21 43.21	Upgrading in current occupation	174	...	...	...	Rec
3 21 43.22	Retraining for new occupation	174	...	...	...	Rec
3 21 43.30	Technical program	175	...	...	Rec	Rec
3 21 43.40	Apprenticeship program	175	...	Rec	...	Rec
3 21 44.	Occupational goal of pupils	175	...	Rec	...	Rec
3 21 50.	Courses offered in program of studies	175	...	Op	Op	Op
3 21 51.	Required courses	175	...	Op	Op	Op
3 21 52.	Elective courses	175	...	Op	Op	Op
3 23 00.	PLANNED INSTRUCTIONAL OUTCOMES FOR PUPILS	176	...	Op	Op	Op
3 34 00.	LOCATION OF INSTRUCTION	199	...	Op	Op	Op

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
3.	PROGRAM OF STUDIES (continued)					
3 36 00.	INSTRUCTIONAL EQUIPMENT AND SUPPLIES FOR PROGRAM OF STUDIES.............	205	...	Op	Op	Op
3 41 00.	STRUCTURE OF PROGRAM OF STUDIES......	209				
3 41 10.10	Separate subjects: discrete courses or subject-matter areas..	209	Op	Op	...	...
3 41 10.20	Separate subjects: correlated courses or subject-matter areas..	209	Op	Op	...	...
3 41 10.30	Broad fields........................	209	Op	Op	...	...
3 41 10.40	Integrated..........................	209	Op	...	...	...
3 41 10.50	Core units..........................	209	Op	Op	...	...
3 41 10.80	Combination.........................	210	Op	Op	...	...
3 41 10.90	Other structure.....................	210	Op	Op	Op	Op
3 54 30.	INSTRUCTIONAL SERVICES RELATED TO PROGRAM OF STUDIES..................	218	...	Op	Op	Op
3 55 30.	PUPIL MEMBERSHIP IN COURSES AND COCURRICULAR ACTIVITIES OF PROGRAM OF STUDIES..........................	219	...	Op	Op	Op
3 56 30.	INSTRUCTIONAL STAFF MEMBERS FOR PROGRAM OF STUDIES..................	220	Op	Op	Op	Op
3 57 00.	COURSES (SUMMARY INFORMATION)........	221				
3 57 31.	Courses in program of studies........	221	...	Op	Op	Op
3 57 32.	Courses offered by department........	221	...	Op	Op	Op
3 58 20.	COCURRICULAR ACTIVITIES RELATED TO PROGRAM OF STUDIES..................	222	...	Op	Op	Op

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Classification of Items of Information	Def. Page No.	Type of Instructional Program			
		Elem.	Sec.	C	A
3. PROGRAM OF STUDIES (continued)					
3 99 00. OTHER INFORMATION ABOUT PROGRAM OF STUDIES..............................	222	Op	Op	Op	Op

ITEMS DESCRIBING A SELF-CONTAINED CLASS COURSE, OR COCURRICULAR ACTIVITY
40000 Series

Items of information included in the 40000 Series may be used to describe aspects of each type of self-contained class, course, or cocurricular activity, e.g., all the fifth-grade classes of a school, all the freshman English classes, and all the class organizations. This includes items for describing content, aspects of administrative arrangements, time factors, approval, type of pupils served, instruction, and recognition for completion.

A self-contained class is a class having the same teacher (or team of teachers) for all or most of the daily school session. A type of self-contained class in a given school may comprise two or more sections, e.g., three sections of the fourth grade.

A course is an organization of subject matter and related learning experiences provided for the instruction of pupils on a regular or systematic basis, usually for a predetermined period of time (e.g., a semester, regular school term, and a two-week workshop). A course may comprise two or more sections, e.g., four sections of a freshman English course. Credit toward graduation or completion of a program of studies generally is given pupils for the successful completion of a course.

A cocurricular activity is an aspect of the total curriculum, under the direction of the school but generally not provided in typical classes, for which participation generally is not required and credit generally is not given. Such activities often include work experiences, out-of-school experiences, camp experiences, student organizations, intramural and interscholastic athletics, entertainments, assembly programs, publications, clubs,

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band, orchestra, pupil participation in school government, and service activities. When these activities are managed by pupils under the guidance or supervision of staff members they generally are referred to as student body activities. Activities in which participation is required or for which units of value are given usually are considered to be courses. In some situations, a given activity (e.g., orchestra) may serve as a cocurricular (noncredit) activity for many participants and as a course for others.

Items of information used in describing the program of studies of which a class or course may be a part are included in the 30000 Series. Items used for scheduling are included in the 50000 Series. Some items of information which may be used in the evaluation of a self-contained class, course, or cocurricular activity are included included under item X0700, Evaluation and Curriculum Improvement and, more specifically, under item X0754.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
4 01 00.	SPECIFICATIONS FOR SELF-CONTAINED CLASS, COURSE, OR COCURRICULAR ACTIVITY	86	Op	Op	Op	Op
4 02 00.	IDENTIFICATION OF SELF-CONTAINED CLASS, COURSE, OR COCURRICULAR ACTIVITY	87				
4 02 12.	Standard descriptive title	87	Rec	Rec	Rec	Rec
4 02 13.	Local descriptive title	87	Rec	Rec	Rec	Rec
4 02 22.	Standard number or code	88	Rec	Rec	Rec	Rec
4 02 23.	Local number or code	88	Rec	Rec	Rec	Rec
4 02 45.	Type of class organizational arrangement	96				
4 02 45.10	Self-contained class	96	Rec	Rec	Rec	Rec
4 02 45.20	Course	96	Rec	Rec	Rec	Rec
4 02 45.21	Vocational course	96	....	Rec	Rec	Rec
4 02 45.22	Advanced placement course	96	....	Rec	....	...
4 02 45.23	General continuation class	96	....	....	....	Op
4 02 45.30	Cocurricular activity	96	Op	Rec	Rec	[illegible]

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	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
4.	SELF-CONTAINED CLASS, COURSE, OR COCURRICULAR ACTIVITY (continued)					
4 02 70.	Contract for instruction or service	99	Rec	Rec	Rec	Rec
4 03 00.	PLACEMENT OF CLASS, COURSE, OR ACTIVITY	100				
4 03 22.	Grade placement	103	Rec	Rec	Rec	Rec
4 03 32.	Year placement	104	Rec	Rec	...	...
4 03 51.	Number of courses or classes in sequence	105				
4 03 51.01	1 course or class	105	Op	Op	Op	Op
4 03 51.02	2 courses or classes	105	Op	Op	Op	Op
4 03 51.03	3 courses or classes	105	Op	Op	Op	Op
4 03 51.04	4 courses or classes	105	Op	Op	Op	Op
4 03 51.05	5 courses or classes	105	Op	Op	Op	Op
4 03 51.06	6 courses or classes	105	Op	Op	Op	Op
4 03 51.07	7 courses or classes	105	Op	Op	Op	Op
4 03 51.08	8 courses or classes	105	Op	Op	Op	Op
4 03 51.09	Other number of courses or classes	105	Op	Op	Op	Op
4 03 52.	Position of course or class in sequence	105				
4 03 52.01	1st course or class	105	Op	Op	Op	Op
4 03 52.02	2nd course or class	105	Op	Op	Op	Op
4 03 52.03	3rd course or class	105	Op	Op	Op	Op
4 03 52.04	4th course or class	105	Op	Op	Op	Op
4 03 52.05	5th course or class	105	Op	Op	Op	Op
4 03 52.06	6th course or class	105	Op	Op	Op	Op
4 03 52.07	7th course or class	105	Op	Op	Op	Op
4 03 52.08	8th course or class	105	Op	Op	Op	Op
4 03 52.09	Other position	105	Op	Op	Op	Op
4 04 00.	LEVEL OF DIFFICULTY OR ABILITY	105				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
4.	SELF-CONTAINED CLASS, COURSE, OR COCURRICULAR ACTIVITY (continued)					
4 04 10.	Level of difficulty	105				
4 04 10.10	Average difficulty	105	Rec	Rec	...	...
4 04 10.20	Above-average difficulty	106	Rec	Rec	...	...
4 04 10.30	Below-average difficulty	106	Rec	Rec	...	...
4 04 10.40	For mentally retarded	106	Rec	Rec	...	...
4 04 10.80	Not applicable	106	Rec	Rec	...	...
4 04 20.	Level of ability required	106				
4 04 20.10	Average ability	106	...	Op	...	...
4 04 20.20	Above-average ability	106	...	Op	...	...
4 04 20.30	Below-average ability	106	...	Op	...	...
4 04 20.80	Not applicable	106	...	Op	...	...
4 05 00.	APPROVAL OF COURSE	106				
4 05 10.	Approval status	107	...	Rec	Rec	Rec
4 05 20.	Approving agency	107	...	Rec	Rec	Rec
4 06 00.	TIME SCHEDULE	109				
4 06 65.	Minutes in class period	117	...	Rec	Op	Op
4 06 78.	Usual number of modules for unit of value	119	...	Rec	...	...
4 06 81.	Year and term	120	Rec	Rec	Rec	Rec
4 06 83.	Days of week	120	...	Rec	Rec	Rec
4 06 84.	Number of days per week	120				
4 06 84.01	1 day	121	...	Op	Op	Op
4 06 84.02	2 days	121	...	Op	Op	Op
4 06 84.03	3 days	121	...	Op	Op	Op
4 06 84.04	4 days	121	...	Op	Op	Op
4 06 84.05	5 days	121	...	Op	Op	Op
4 06 84.06	6 days	121	...	Op	Op	Op

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
4.	SELF-CONTAINED CLASS, COURSE, OR COCURRICULAR ACTIVITY (continued)					
4 06 84.07	7 days	121	...	Op	Op	Op
4 06 84.08	Variable number of days	121	...	Op	Op	Op
4 06 85.	Time of day	121	Op	Op	Op	Op
4 06 86.	Time segment for class or course	121				
4 06 86.11	Entire session	121	Op	...	...	Op
4 06 86.12	Block-of-time	121	...	Op	...	...
4 06 86.13	Class period	121	...	Op	...	...
4 06 86.14	Modules of time	121	...	Op	...	...
4 06 86.15	Variable amounts of time	122	...	Op	...	...
4 06 86.19	Other amount of time	122	...	Op	...	...
4 06 87.	Minutes per week	122				
4 06 88.	Number of weeks	122				
4 06 88.01	Under 5 weeks	122	Op	Op	Op	Op
4 06 88.02	5-8 weeks	122	Op	Op	Op	Op
4 06 88.03	9-12 weeks	122	Op	Op	Op	Op
4 06 88.04	13-20 weeks	122	Op	Op	Op	Op
4 06 88.05	21-32 weeks	122	Op	Op	Op	Op
4 06 88.06	33-36 weeks	122	Op	Op	Op	Op
4 06 88.07	37-40 weeks	122	Op	Op	Op	Op
4 06 88.08	41-44 weeks	122	Op	Op	Op	Op
4 06 88.09	45-52 weeks	122	Op	Op	Op	Op
4 06 89.	Miscellaneous times for class meetings	122	Op	Op	Op	Op
4 06 90.	Other time factors	123	Op	Op	Op	Op
4 07 00.	EVALUATION AND CURRICULUM IMPROVEMENT.	123				
4 07 10.	Background of the instructional program	123	Op	Op	Op	Op
4 07 20.	Organization for evaluation and/or curriculum improvement	128	Op	Op	Op	Op
4 07 30.	Persons or groups involved in evaluation and/or curriculum improvement	129	Op	Op	Op	Op

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
4.	SELF-CONTAINED CLASS, COURSE, OR COCURRICULAR ACTIVITY (continued)					
4 07 40.	Evaluation procedures	131	Op	Op	Op	Op
4 07 54.	Factors evaluated	140	Op	Op	Op	Op
4 07 54.10	Characteristics of staff	140	Op	Op	Op	Op
4 07 54.20	Instructional content	140	Op	Op	Op	Op
4 07 54.30	Resource utilization	140	Op	Op	Op	Op
4 07 54.40	Instructional processes	140	Op	Op	Op	Op
4 07 54.90	Other factors	140	Op	Op	Op	Op
4 07 90.	Other aspects of evaluation and curriculum improvement	144	Op	Op	Op	Op
4 08 00.	EVALUATING AND REPORTING PUPIL PROGRESS	144				
4 08 10.	Credit or noncredit	144				
4 08 10.10	Credit awarded	145	...	Op	Op	...
4 08 10.20	Credit not awarded	145	...	Op	Op	...
4 08 20.	Marking scale	145	Op	Op	Op	Op
4 08 30.	Mark value for course	146	...	Op	...	...
4 08 40.	Unit of value	146	...	Op	Op	Op
4 08 41.	Terminology used for unit of value	146	...	Op	Op	Op
4 08 42.	Class periods or modules per week	147	...	Rec	Rec	Op
4 08 43.	Minutes per week	147	...	Rec	Rec	Op
4 08 45.	Variations in units of value	148	...	Op	...	...
4 08 60.	Means of reporting	149	Op	Op	...	...
4 09 00.	PUPILS SERVED	151				
4 09 15.	Number of pupils	152	Op	Op	Op	Op

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
4.	SELF-CONTAINED, COURSE, OR COCURRICULAR ACTIVITY (continued)					
4 09 20.	Basis for selection or grouping......	152	Rec	Rec	Rec	Rec
4 09 50.	Characteristics of pupil group.......	153	Op	Op	Op	Op
4 09 60.	Intraschool/interschool.............	159				
4 09 60.10	Intraschool activity.............	159	...	Op	Op	...
4 09 60.20	Interschool activity.............	159	...	Op	Op	...
4 11 00.	ENTRANCE INTO SELF-CONTAINED CLASS, COURSE, OR COCURRICULAR ACTIVITY....	159				
4 11 10.	Requirements and procedures for entrance............................	159				
4 11 10.02	Entrance into school.............	159	Op	Op	Op	Op
4 11 10.03	Course or courses previously completed......................	160	...	Op	Op	Op
4 11 10.04	Enrollment in given program of studies.........................	160	...	Op	Op	Op
4 11 10.05	Achievement in schoolwork.........	160	...	Op	Op	Op
4 11 10.06	Age..............................	160	Op	Op	Op	Op
4 11 10.08	Current employment................	160	...	...	...	Op
4 11 10.12	Grade or year standing............	160	...	Op	Op	...
4 11 10.13	None..............................	160	...	Op	Op	Op
4 11 10.14	Recommendation of psychologist....	160	Rec	Rec	...	...
4 11 10.15	Recommendation of teachers, counselor, and/or principal......	160	...	Rec	Rec	...
4 11 10.16	Special pupil ability, aptitude, or interest.....................	161	Op	Op	Op	Op
4 11 10.17	Special pupil need................	161	Rec	Rec	...	...
4 11 10.18	Successful completion of entrance examination or other test........	161	...	Op	Op	Op
4 11 10.99	Other requirements and procedures.	161	Rec	Rec	Op	Op
4 11 20.	Required or elective.................	161				
4 11 20.10	Required for all pupils...........	161	...	Op	Op	...
4 11 20.20	Required for pupils in specified programs of studies.............	161	...	Op	Op	Op

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	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
4.	SELF-CONTAINED, COURSE, OR COCURRICULAR ACTIVITY (continued)					
4 11 20.31	College preparatory program	161	...	Op	...	...
4 11 20.33	Advanced placement program	161	...	Op	...	...
4 11 20.41	General education program	161	...	Op	...	...
4 11 20.43	Occupational program	161	...	Op	...	Op
4 11 20.51	Transfer program	161	...	...	Op	...
4 11 20.59	Other program of studies	161	...	Op	Op	Op
4 11 20.60	Required for all pupils in area of specialization within program	161	...	Op	Op	Op
4 11 20.70	Elective for all pupils	162	...	Op	Op	...
4 11 20.80	Elective for pupils in specified programs of studies	162	...	Op	Op	Op
4 13 00.	COMPLETION OF SELF-CONTAINED CLASS OR COURSE	164				
4 13 10.	Requirements for successful completion of self-contained class or course	164				
4 13 10.20	General performance or achievement in schoolwork	165	Op	Op	Op	...
4 13 10.30	Equivalency examination	165	...	Op	...	...
4 13 10.50	Duration of time in course or class	165	Op	Op	...	...
4 13 10.90	Other requirements	166	Op	Op	Op	...
4 13 22.	Recognition for completion of self-contained class, course, or co-curricular activity	167	...	Rec	Rec	Rec
4 13 22.01	Awarding of units of value	168	...	Rec	Rec	Rec
4 13 22.02	Completion of requirement, but no units of value awarded	168	...	Rec	Rec	Rec
4 13 22.03	Certificate	168	...	Rec	Rec	Rec
4 13 22.04	Honor award	168	...	Rec	Rec	Rec
4 13 22.05	Promotion or advancement	168	Rec	Rec	Rec	Rec
4 13 22.06	Points	168	...	Op	Op	...

For KEY, see p. 28.

	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
4.	SELF-CONTAINED, COURSE, OR COCURRICULAR ACTIVITY (continued)					
4 13 22.07	Monogram	168	...	Op	Op	...
4 13 22.11	Letter of commendation	168	...	Op	...	...
4 13 22.88	No special recognition	168	...	Rec	Rec	Rec
4 13 22.99	Other recognition	168	...	Op	Op	Op
4 21 00.	SUBJECT MATTER	171				
4 21 10.	Subject matter for self-contained class	171				
4 21 11.	Content for all schoolwork	171	Rec	...	...	Rec
4 21 12.	Content for portions of schoolwork within self-contained class	171	Op	...	...	Op
4 21 13.	Content for portion outside self-contained class	172	Op	...	...	Op
4 21 20.	Subject matter for course	172				
4 21 21.	Content for entire course	172	...	Rec	Rec	Rec
4 21 22.	Content for portions of course	172	...	Op	Op	Op
4 21 24.	Major resources or plans	172	...	Rec	Rec	Rec
4 21 30.	Content of cocurricular activity	173				
4 21 31.	Content of entire activity	173	...	Rec	Rec	Rec
4 21 32.	Content for portions of activity	173	...	Op	Op	Op
4 21 34.	Major resources or plans	173	...	Op	Op	Op
4 22 00.	TREATMENT OF CONTENT	176				
4 22 00.01	Introduction to area	176	...	Op	Op	Op
4 22 00.02	Introduction to research methods in area	176	...	Op	Op	Op
4 22 00.03	Practice, application, or content enrichment	176	Op	Op	Op	Op
4 22 00.04	Study in depth	176	...	Op	Op	Op

For KEY, see p. 28.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
4.	SELF-CONTAINED CLASS, COURSE, OR COCURRICULAR ACTIVITY (continued)					
4 22 00.05	Survey of area	176	...	Op	Op	Op
4 22 00.99	Other treatment	176	...	Op	Op	Op
4 23 00.	PLANNED INSTRUCTIONAL OUTCOMES FOR PUPILS	176				
4 23 00.01	Acculturation	176	Op	Op	Op	Op
4 23 00.02	Appreciations and attitudes	176	Op	Op	Op	Op
4 23 00.03	Appropriate behavior	177	Op	Op	Op	Op
4 23 00.04	Career guidance	177	...	Op	Op	Op
4 23 00.05	Cognitive thinking	177	Op	Op	Op	Op
4 23 00.06	Creativity	177	Op	Op	Op	Op
4 23 00.07	Critical judgment	177	Op	Op	Op	Op
4 23 00.08	Education for leisure	177	...	Op	Op	Op
4 23 00.09	Experience in service to others	177	Op	Op	Op	Op
4 23 00.11	General development in area	177	Op	Op	Op	Op
4 23 00.12	Historical awareness and/or background	177	Op	Op	Op	Op
4 23 00.13	Knowledge and understanding in area	177	Op	Op	Op	Op
4 23 00.14	Knowledge and understanding of citizenship	178	Op	Op	Op	Op
4 23 00.15	Leadership ability	178	Op	Op	Op	Op
4 23 00.16	Literacy	178	...	...	...	Op
4 23 00.17	Mental health	178	Op	Op	Op	Op
4 23 00.18	Moral and ethical values	178	Op	Op	Op	Op
4 23 00.19	Occupational competence, initial	178	...	Op	Op	Op
4 23 00.21	Occupational competence, upgraded or updated	178	...	...	...	Op
4 23 00.22	Personal satisfaction	178	Op	Op	Op	Op
4 23 00.23	Physical fitness and health	178	Op	Op	Op	Op
4 23 00.24	Readiness	178	Op	Op	Op	Op
4 23 00.25	Rehabilitation	178	Op	Op	...	Op
4 23 00.26	Remediation	179	Op	Op	Op	Op
4 23 00.27	Self-understanding	179	Op	Op	Op	Op
4 23 00.28	Skills associated with area	179	Op	Op	Op	Op
4 23 00.29	Skills of inquiry	179	Op	Op	Op	Op
4 23 00.31	Social adeptness	179	Op	Op	Op	Op

For KEY, see p. 28.

	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
4.	SELF-CONTAINED CLASS, COURSE, OR COCURRICULAR ACTIVITY (continued)					
4 23 00.32	Socialization	179	Op	Op	Op	Op
4 23 00.33	Understanding of basic principles	179	Op	Op	Op	Op
4 23 00.34	Workable self concept	179	Op	Op	Op	Op
4 23 00.99	Other planned outcomes	179	Op	Op	Op	Op
4 31 00.	STAFF MEMBERS	180				
4 31 22.	Teacher for portions of schoolwork of self-contained class	180	Op	...	...	...
4 31 22.10	Teacher of self-contained class	180	Op	...	...	...
4 31 22.20	Specialist	180	Op	...	...	...
4 31 22.30	Both	180	Op	...	...	...
4 31 22.50	Other teacher	180	Op	...	...	...
4 31 90.	Other information about staff members	180	Op	Op	Op	Op
4 34 00.	LOCATION OF INSTRUCTION	199	Op	Op	Op	Op
4 35 20.	INSTRUCTIONAL SPACE FOR SELF-CONTAINED CLASS, COURSE, OR CURRICULAR ACTIVITY	200				
4 35 20.10	Regular instructional spaces	201	Op	Op	Op	Op
4 35 20.11	Regular classroom (permanent walls)	201	Op	Op	Op	Op
4 35 20.12	Regular classroom (movable partitions)	201	Op	Op	Op	Op
4 35 20.13	Large group instructional space	201	Op	Op	Op	Op
4 35 20.14	Small group instructional space	201	Op	Op	Op	Op
4 35 20.20	Special instructional spaces	201	Op	Op	Op	Op
4 35 20.21	Kindergarten room	201	Op	...	...	...
4 35 20.22	Laboratory room	201	Op	Op	Op	Op
4 35 20.23	Shop room	202	...	Op	Op	Op
4 35 20.24	Home economics room	202	...	Op	Op	Op
4 35 20.25	Music room	202	Op	Op	Op	Op

For KEY, see p. 28.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
4.	SELF-CONTAINED CLASS, COURSE, OR COCURRICULAR ACTIVITY (continued)					
4 35 20.26	Special instructional space for exceptional children............	202	Op	Op	...	Op
4 35 20.29	Other special instructional space.	202	Op	Op	Op	Op
4 35 20.30	Other instructional spaces...........	202	Op	Op	Op	Op
4 35 20.31	School library.....................	203	Op	Op	Op	Op
4 35 20.32	Study hall.........................	203	Op	Op	Op	Op
4 35 20.33	Audiovisual room...................	203	Op	Op	Op	Op
4 35 20.34	Auditorium.........................	203	Op	Op	Op	Op
4 35 20.35	Gymasium...........................	203	Op	Op	Op	Op
4 35 20.36	Gymnatorium........................	204	Op	Op	Op	Op
4 35 20.37	Cafetorium.........................	204	Op	Op	Op	Op
4 35 20.38	Multipurpose room..................	204	Op	Op	Op	Op
4 35 20.41	Study carrel.......................	204	Op	Op	Op	Op
4 35 20.89	Miscellaneous indoor instruction space.........................	204	Op	Op	Op	Op
4 35 20.99	Miscellaneous outdoor instruction space.........................	204	Op	Op	Op	Op
4 36 00.	INSTRUCTIONAL EQUIPMENT AND SUPPLIES.	205				
4 36 10.	Reading materials..................	205				
4 36 10.10	Newspapers.........................	205	Op	Op	Op	Op
4 36 10.20	Pamphlets and documents...........	205	Op	Op	Op	Op
4 36 10.30	Periodicals........................	205	Op	Op	Op	Op
4 36 10.40	Reference books....................	206	Op	Op	Op	Op
4 36 10.50	Study guides.......................	206	Op	Op	Op	Op
4 36 10.60	Textbooks..........................	206	Op	Op	Op	Op
4 36 10.70	Workbooks..........................	206	Op	Op	Op	Op
4 36 10.80	Written programed materials.......	206	Op	Op	Op	Op
4 36 10.90	Other reading materials...........	206	Op	Op	Op	Op
4 36 20.	Visual equipment and supplies.......	206				
4 36 20.10	Cameras............................	206	Op	Op	Op	Op

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For KEY, see p. 28.

	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
4.	SELF-CONTAINED CLASS, COURSE OR COCURRICULAR ACTIVITY (continued)					
4 36 20.21	Chalkboards	206	Op	Op	Op	Op
4 36 20.22	Display, boards and display cases.	206	Op	Op	Op	Op
4 36 20.31	Filmstrips and/or slides	206	Op	Op	Op	Op
4 36 20.41	Globes	206	Op	Op	Op	Op
4 36 20.42	Maps, graphs, and/or charts	206	Op	Op	Op	Op
4 36 20.50	Motion pictures (silent)	206	Op	Op	Op	Op
4 36 20.60	Picture sets and study prints	206	Op	Op	Op	Op
4 36 20.70	Projection screens	207	Op	Op	Op	Op
4 36 20.81	Opaque projectors	207	Op	Op	Op	Op
4 36 20.82	Overhead projectors	207	Op	Op	Op	Op
4 36 20.90	Other visual equipment and supplies	207	Op	Op	Op	Op
4 36 30.	Audio equipment and supplies	207				
4 36 30.10	Dictating machine	207	Op	Op	Op	Op
4 36 30.20	Radio	207	Op	Op	Op	Op
4 36 30.30	Record player	207	Op	Op	Op	Op
4 36 30.40	Tape recorder	207	Op	Op	Op	Op
4 36 30.90	Other audio equipment and supplies	207	Op	Op	Op	Op
4 36 40.	Audiovisual equipment and supplies	207				
4 36 40.10	Filmstrips or slides with sound	207	Op	Op	Op	Op
4 36 40.20	Motion pictures (sound)	207	Op	Op	Op	Op
4 36 40.30	Television receiving sets	207	Op	Op	Op	Op
4 36 40.40	Television cameras and video tape recorder	207	Op	Op	Op	Op
4 36 40.90	Other audiovisual equipment	207	Op	Op	Op	Op
4 36 50.	Three-dimensional and manipulative equipment and supplies	208	Op	Op	Op	Op
4 36 60.	Equipment and supplies for specific type of activity	208	Op	Op	Op	Op
4 36 60.10	Scientific laboratory equipment and supplies	208	Op	Op	Op	Op

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For KEY. see p. 28.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
4.	SELF-CONTAINED CLASS, COURSE, OR COCURRICULAR ACTIVITY (continued)					
4 36 60.20	Industrial equipment and supplies..	208	Op	Op	Op	Op
4 36 60.30	Home making equipment and supplies.	208	Op	Op	Op	Op
4 36 60.40	Business equipment and supplies....	208	Op	Op	Op	Op
4 36 60.50	Music equipment and supplies.......	208	Op	Op	Op	Op
4 36 60.60	Physical education equipment and supplies..........................	208	Op	Op	Op	Op
4 36 60.90	Equipment and supplies for other specific type of activity.........	208	Op	Op	Op	Op
4 36 70.	Furniture and furnishings............	208	Op	Op	Op	Op
4 36 90.	Other instructional equipment and supplies............................	208	Op	Op	Op	Op
4 41 00.	STRUCTURE OF COURSE..................	209				
4 41 10.10	Separate subject: discrete course....	209	...	Op	...	Op
4 41 10.20	Separate subject: correlated course..	209	...	Op	...	Op
4 41 10.30	Broad fields.........................	209	...	Op	...	...
4 41 10.50	Core units...........................	209	...	Op	...	...
4 41 10.90	Other structure......................	210	...	Op	Op	Op
4 42 00.	PRINCIPAL MEDIUM OF INSTRUCTION (OR DIRECTION)............................	210				
4 42 10.	Direct pupil-teacher interaction......	210				
4 42 11.	In-school instruction.............	210				
4 42 11.10	Single teacher.................	210	Op	Op	Op	Op
4 42 11.20	Team of teachers...............	210	Op	Op	Op	Op
4 42 11.30	Tutoring.......................	210	Op	Op	Op	Op
4 42 11.40	Independent study..............	210	...	Op	Op	Op
4 42 11.90	Other..........................	210	Op	Op	Op	Op
4 42 12.	Out-of-school instruction.........	211				

For KEY, see p. 28.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
4.	SELF-CONTAINED CLASS, COURSE, OR COCURRICULAR ACTIVITY (continued)					
4 42 12.10	On-the-job supervision	211	...	Op	Op	Op
4 42 12.20	Home and/or hospital instruction	211	Op	Op	Op	Op
4 42 12.90	Other	211	Op	Op	Op	Op
4 42 20.	Indirect pupil-teacher interaction	211				
4 42 20.10	Television	211	Op	Op	Op	Op
4 42 20.20	Correspondence	211	...	Op	Op	Op
4 42 20.30	Radio	211	Op	Op	...	Op
4 42 20.40	Telephone	211	Op	Op	...	Op
4 42 20.50	Self-teaching materials (programed instruction)	211	Op	Op	Op	Op
4 42 20.60	Recordings	211	Op	Op	...	Op
4 42 20.90	Other	212	Op	Op	Op	Op
4 43 00.	PRINCIPAL METHODS OF INSTRUCTION (OR DIRECTION)	212				
4 43 00.01	Comparative analysis	212	Op	Op	Op	Op
4 43 00.02	Demonstration	212	Op	Op	Op	Op
4 43 00.03	Diagnosis	212	Op	Op	Op	Op
4 43 00.04	Directed observation	212	Op	Op	Op	Op
4 43 00.05	Discussion	212	Op	Op	Op	Op
4 43 00.06	Drill	212	Op	Op	Op	Op
4 43 00.07	Experimentation	212	Op	Op	Op	Op
4 43 00.08	Field experience	213	Op	Op	Op	Op
4 43 00.09	Field trip	213	Op	Op	Op	Op
4 43 00.11	Group work	213	Op	Op	Op	Op
4 43 00.12	Laboratory experience	213	Op	Op	Op	Op
4 43 00.13	Lecture	213	Op	Op	Op	Op
4 43 00.14	Manipulative and tactile activity	213	Op	Op	Op	Op
4 43 00.15	Modeling and imitation	213	Op	Op	Op	Op
4 43 00.16	Practice	213	Op	Op	Op	Op
4 43 00.17	Problem solving	213	Op	Op	Op	Op
4 43 00.18	Programed instruction	214	Op	Op	Op	Op
4 43 00.19	Project	214	Op	Op	Op	Op

For KEY, see p. 28.

	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
4.	SELF-CONTAINED CLASS, COURSE, OR COCURRICULAR ACTIVITY (continued)					
4 43 00.21	Reading...........................	214	Op	Op	Op	Op
4 43 00.22	Recitation........................	214	Op	Op	Op	Op
4 43 00.23	Seminar...........................	214	Op	Op	Op	Op
4 43 00.24	Shopwork..........................	214	Op	Op	Op	Op
4 43 00.25	Testing...........................	214	Op	Op	Op	Op
4 43 00.99	Other methods of instruction......	214	Op	Op	Op	Op
4 44 00.	OTHER PROCEDURES FOR INSTRUCTION (OR DIRECTION).........................	214				
4 44 10.	Size of group for instruction........	215				
4 44 10.10	Large group.......................	215	Op	Op	Op	...
4 44 10.20	Small group.......................	215	...	Op	Op	...
4 44 20.	Basis for grouping practices.........	215				
4 44 20.10	Achievement.......................	215	Op	...	...	...
4 44 20.20	Abilities.........................	215	Op	...	...	...
4 44 20.30	Interests.........................	215	Op	...	...	...
4 44 20.40	Age...............................	215	Op	...	...	...
4 44 20.50	Sex...............................	215	Op	...	...	...
4 44 20.60	Physical development..............	215	Op	...	...	...
4 44 20.70	Personality characteristics.......	215	Op	...	...	...
4 44 20.90	Other basis.......................	215	Op	...	...	...
4 44 30.	Pupil participation in planning......	215	Op	Op	...	...
4 44 40.	Provisions for individualization of instruction.......................	215	Op	Op	...	...
4 44 50.	Use of pupil leadership..............	216	Op	Op	...	...
4 44 60.	Evaluation procedures................	216				
4 44 60.10	Observation.......................	216	Op	Op	...	...
4 44 60.20	Teacher-made tests................	216	Op	Op	...	...
4 44 60.30	Standardized achievement tests....	216	Op	Op	...	...
4 44 60.40	Inventories.......................	216	Op	Op	...	...
4 44 60.50	Pupil self-evaluation.............	216	Op	Op	...	...

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Classification of Items of Information		Def. Page No.	Type of Instructional Program Elem.	Sec.	C	A
4.	SELF-CONTAINED CLASS, COURSE, OR COCURRICULAR ACTIVITY (continued)					
4 44 60.90	Other evaluation procedure........	216	Op	Op	...	...
4 44 90.	Other teaching procedures............	216	Op	Op	...	...
4 55 40.	PUPIL MEMBERSHIP IN SELF-CONTAINED CLASS, COURSE, OR COCURRICULAR ACTIVITY..............................	219	Op	Op	Op	Op
4 56 40.	STAFF MEMBERS FOR SELF-CONTAINED CLASS, COURSE, OR COCURRICULAR ACTIVITY..............................	221	Op	Op	Op	Op
4 59 00.	INFORMATION ABOUT SECTIONS OF SELF-CONTAINED CLASS, COURSE, OR COCURRICULAR ACTIVITY...............	222	Op	Op	Op	Op
4 99 00.	OTHER INFORMATION ABOUT A SELF-CONTAINED CLASS, COURSE, OR COCURRICULAR ACTIVITY...............	222	Op	Op	Op	Op

ITEMS DESCRIBING A SECTION OR INSTRUCTIONAL SERVICE ACTIVITY
50000 Series

A class (or a section of a course, self-contained class, or cocurricular activity) is a group of pupils assigned to one or more teachers or other staff members for a given period of time for instruction or other activity in a situation where the teacher(s) and the pupils are in the presence of each other. This instruction or activity may be in subject matter of very broad scope as in a self-contained class in the elementary school, in subject matter of very narrow scope as in certain college-level courses, or in cocurricular

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For KEY, see p. 28.

activity areas of varying scope. A course or cocurricular activity may comprise a single section or it may comprise several sections, as in a Freshman English course having several classes frequently referred to as "sections;" similarly, a specific type of self-contained class may comprise a single section or it may comprise several sections as in a school having several sections of the fourth grade. Items of information about the type of self-contained class, course, or cocurricular activity of which a specific section is a part are included under the 40000 Series.

An instructional service is an activity which has as its purpose teaching, aiding teaching, improving the quality of teaching, or directing and managing an aspect of instruction. Among services supporting instruction are resource services for pupils, pupil personnel services, services for the instructional staff, and community services. Items of information about the services provided by a school system or school are included under items 13200 and 32300 of this chapter and under item X3200 of chapter 3.

Categories of information in the 50000 series may be used to identify factors involved in scheduling or describing a specific section or service activity, e.g., class or service identification information, relevant time factors, staff members, pupils, and teaching space or other location. This includes the items that comprise a master schedule for a school. This master schedule is the printed document or other record indicating how pupils and teachers have been assigned in instructional spaces at given times for instruction or other activities. A study of this schedule can provide much information about the school since it indicates, among other things, the size and resources of the school, the scope of courses available to pupils, the whereabouts and activities of specific individuals at given times, and even the school's philosophy.

Scheduling for a service activity is similar to scheduling for a section in that staff members are scheduled to be available to provide their service in a facility or space at given times; it differs in that pupils are scheduled as the need arises or as their needs are determined during the school term, rather than on a predetermined regular schedule for the entire term.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
5 01 00.	SPECIFICATIONS FOR SECTION OR SERVICE	86	Op	Op	Op	Op

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For KEY, see p.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
5.	SECTION OR INSTRUCTIONAL SERVICE ACTIVITY (continued)					
5 02 00.	IDENTIFICATION OF SECTION OR SERVICE.	87				
5 02 12.	Standard descriptive title	87	Rec	Rec	Rec	Rec
5 02 13.	Local descriptive title	87	Rec	Rec	Rec	Rec
5 02 24.	Section number or code	88	Rec	Rec	Rec	Rec
5 02 32.	Room or space number	88	Rec	Rec	Rec	Rec
5 02 70.	Contract for instruction or service	99	Rec	Rec	Rec	Rec
5 03 00.	PLACEMENT	100	Rec	Rec	Rec	Rec
5 03 22.	Grade placement	103	Rec	Rec	Rec	Rec
5 03 32.	Year placement	104	Rec	Rec	...	...
5 04 00.	LEVEL OF DIFFICULTY OR ABILITY	105				
5 04 10.	Level of difficulty	105	Rec	Rec	...	...
5 04 20.	Level of ability	106	...	Op	...	...
5 06 00.	TIME SCHEDULE FOR SECTION OR SERVICE.	109				
5 06 65.	Minutes in class period	117	...	Op	Op	Op
5 06 81.	Year and term	120	Rec	Rec	Rec	Rec
5 06 82.	Frequency of service	120				
5 06 82.10	Annually	120	Op	Op	Op	Op
5 06 82.20	Semiannually	120	Op	Op	Op	Op
5 06 82.30	Monthly	120	Op	Op	Op	Op
5 06 82.40	Weekly	120	Op	Op	Op	Op
5 06 82.50	Given days of week	120	Op	Op	Op	Op
5 06 82.60	Daily	120	Op	Op	Op	Op
5 06 82.70	Other schedule	120	Op	Op	Op	Op
5 06 82.80	As required	120	Op	Op	Op	Op
5 06 83.	Days of week	120	...	Op	Op	Op

For KEY, see p. 28.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
5.	SECTION OR INSTRUCTIONAL SERVICE ACTIVITY (continued)					
5 06 84.	Number of days per week..............	120	...	Op	Op	Op
5 06 85.	Hour of day or period number(s) of section meeting or service..........	121	...	Rec	Rec	Rec
5 06 86.	Time segment for class or course.....	121	...	Op	...	...
5 06 87.	Minutes per week......................	122	Op	Op	Op	Op
5 06 88.	Number of weeks.......................	122	Op	Op	Op	Op
5 06 89.	Miscellaneous times for class meetings............................	122	Op	Op	Op	Op
5 06 90.	Other time factors....................	123	Op	Op	Op	Op
5 08 00.	EVALUATING AND REPORTING PUPIL PROGRESS............................	144				
5 08 30.	Mark value for section................	146	...	Op	...	...
5 08 42.	Class periods or modules per week....	147	...	Rec	Rec	Op
5 08 60.	Means of reporting....................	149	Op	Op	...	...
5 09 00.	PUPILS SCHEDULED INTO SECTION OR RECEIVING SERVICE..................	151				
5 09 15.	Number of pupils......................	152	Rec	Rec	Rec	Rec
5 09 20.	Basis for selection or grouping......	152	Rec	Rec	Rec	Rec
5 09 50.	Characteristics of pupil group.......	153	Op	Op	Op	Op
5 09 70.	Identification of pupils.............	159				
5 09 71.	Names of pupils....................	159	Rec	Rec	Rec	Rec
5 09 72.	Pupil numbers......................	159	Rec	Rec	Rec	Rec
5 11 00.	ENTRANCE INTO SECTION................	159	Rec	Rec	Rec	Rec
5 13 00.	COMPLETION PRACTICES.................	164	Op	Op	Op	Op
5 14 20.	INSTRUCTION OF SECTION...............	171	Op	Op	Op	Op

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For KEY, see p. 28.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
5.	SECTION OR INSTRUCTIONAL SERVICE ACTIVITY (continued)					
5 22 00.	PLANNED INSTRUCTIONAL OUTCOMES FOR PUPILS	176	Op	Op	Op	Op
5 31 10.	TEACHER OR OTHER STAFF MEMBER ASSIGNED TO SECTION OR SERVICE	180	Rec	Rec	Rec	Rec
5 34 00.	LOCATION OF INSTRUCTION (OR SERVICE).	199	Rec	Rec	Rec	Rec
5 34 10.11	Location in given school	199	Rec	Rec	Rec	Rec
5 34 10.12	Location in other school in same school system	199	Rec	Rec	Rec	Rec
5 34 10.13	Location in school in other school system	199	Rec	Rec	Rec	Rec
5 34 10.20	Home of pupil	199	Rec	Rec	Rec	Rec
5 34 10.30	Hospital	200	Rec	Rec	Rec	Rec
5 34 10.90	Other nonschool location	200	Rec	Rec	Rec	Rec
5 35 00	FACILITIES	200	Op	Op	Op	Op
5 36 00.	INSTRUCTIONAL EQUIPMENT AND SUPPLIES.	205	Op	Op	Op	Op
5 42 00.	PRINCIPAL MEDIUM OF INSTRUCTION	210	Op	Op	Op	Op
5 99 00.	OTHER INFORMATION ABOUT A SECTION OR SERVICE ACTIVITY	222	Op	Op	Op	Op

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For KEY, see p. 28.

CHAPTER 3

DEFINITIONS OF ITEMS OF INFORMATION ABOUT THE ORGANIZATION, ADMINISTRATION, CONTENT, RESOURCES, AND PROCESSES OF INSTRUCTION

This chapter contains the definitions of the items of information which are classified in chapter 2.

The organization of this chapter differs from that of chapter 2 in that the items of this chapter are organized on the basis of category of information (for example: identification, time schedule, pupils served, subject matter, location of instruction, and medium of instruction) while the items of chapter 2 are organized on the basis of level of organization (school system; school; program of studies; self-contained class, course, or cocurricular activity; and section or service activity).

The numbering system of this chapter reflects its organization. The first place of the number contains an "X", indicating that this place might be used for one or more levels of organization, especially those indicated by the numbers in parentheses following the category heading.[1] The second and third digits represent the major category of information, and provide the basis for the organization of items in this chapter.[2] These first 3 digits--with the first place containing a number--provide the basis for the organization of items in chapter 2. The digits following represent subdivisions of these categories.

Information about curriculum and instruction is essential for individual schools and school systems throughout the United States and its outlying areas. Those items of information which are basic and are therefore recommended as needed for operating most schools and local school systems as identified in this chapter and in chapter 2 by the designation "Rec." Those items of information which are important and may be collected and maintained at the option of individual schools and school systems are identified by the designation "Op." Additional items may be collected and maintained by individual schools and school systems at their own option as needed for their own purposes.

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[1] (1)=school system; (2)=school; (3)=program of studies; (4)=self-contained class, course, or cocurricular activity; (5)=section, or instructional service activity.

[2] These major categories are outlined on page 6.

The type of instructional program for which an item of information should be collected and maintained is indicated in this chapter by a designation placed after each item of information. Such designations, repetitions of similar designations presented in chapter 2, are included in this chapter for the sake of convenience and are as follows:

All--All instructional programs
Elem--Elementary school instructional program
Sec--Secondary school instructional program
C--Instructional program for college credit
A--Adult education instructional program

SPECIFICATIONS (4, 5)
X 01 00 Series

Specifications--or detailed description of requirements--may serve as a basis for making schedules and assignments, evaluating current practices, identifying immediate and long-range needs, and planning.

X 01 40. Specifications for Class, Course, or Service Activity (4, 5)

Items of information may be included under this heading to describe requirements, or "specifications," for self-contained classes, courses, cocurricular activities, and services supporting instruction. (Op-All) For this purpose, items about subject matter may be drawn from chapters 4 and 5 of this handbook and from the X2100 Series in this chapter. Items about instructional media may be drawn from the X4200 Series. Items about prerequisite entrance requirements for pupils may be obtained from the X1100 Series or from Handbook V, Pupil Accounting for Local and State School Systems.[3] Items about minimum time requirements may be drawn from the X0600 Series. Items about requirements for facilities (including special instructional spaces), equipment, and supplies may be obtained from the X3500 Series, X3600 Series, or from Handbook III, Property Accounting for Local and State School Systems.[4] Items about required qualification of staff

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[3] John F. Putnam and George G. Tankard, Jr., Pupil Accounting for Local and State School Systems. Washington: U.S. Government Printing Office, 1964. U.S. Department of Health, Education, and Welfare, Office of Education, State Educational Records and Reports Series: Handbook V, Bulletin 1964, No. 39.

[4] Paul L. Reason and George G. Tankard, Jr., Property Accounting for Local and State School Systems. Washington: U.S. Government Printing Office, 1959. U.S. Department of Health, Education, and Welfare, Office of Education, State Educational Records and Reports Series: Handbook III, Bulletin 1959, No. 22.

01. SPECIFICATIONS (continued)

members may be drawn from Handbook IV, Staff Accounting for Local and State School Systems.[5]

A given section of a self-contained class, course, or cocurricular activity may be described under this heading with additional details about requirements and practices which are unique when contrasted with those of other sections of the same type of self-contained class, course, or cocurricular activity. This may involve considerations such as special or unusual subject matter (see chapters 4 and 5), level of difficulty (the X0400 Series), pupils served (the X0900 Series), time of day (item X0685), length of class periods (item X0665), medium of instruction (the X4200 Series), methods of instruction (the X4300 Series), planned instructional outcomes for pupils (the X2300 Series), requirements for equipment and supplies (the X3600 Series), and qualifications of staff members.

IDENTIFICATION (1,2,3,4,5)
X 02 00 Series

An organizational unit or reporting unit may be identified by use of items of information under this heading, e.g., name, identification number, location, type, and control.

X 02 10. Name or Descriptive Title (1,2,3,4,5)

X 02 11. Name (1,2)

Any official name by which a school system or school is identified. (Rec-All)

X 02 12. Standard Descriptive Title (3,4,5)

Any appropriate standardized title for statewide or other use. (Rec-All)

X 02 13. Local Descriptive Title (3,4,5)

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[5] Allan R. Lichtenberger and Richard J. Penrod, Staff Accounting for Local and State School Systems. Washington: U.S. Government Printing Office, 1965. U.S. Department of Health, Education, and Welfare, Office of Education, State Educational Records and Reports Series: Handbook IV, Bulletin 1965, No. 18.

The descriptive title used within the local school or school system, which needs to be recorded only if different from the standard descriptive title. (Rec-All) For example, a program of studies, self-contained class, course, or co-curricular activity might be identified locally--regardless of any applicable standard descriptive title--as the "college preparatory program," "honors program," "fourth grade," "class for the educable mentally retarded,""English I," "Freshman English," "Classical Literature," "photography club," "yearbook," "varsity basketball team," and "student council."

X 02 20. Number or Code (1,2,3,4,5)

X 02 22. Standard Number or Code (1,2,4)

Any appropriate standard number or code for statewide or other use. (Rec-All)

X 02 23. Local Number or Code (2,3,4)

The number or code used within the local school or school system, recorded only if different from the standard number or code. (Rec-All)

X 02 24. Section Number or Code (5)

The number or code, if any, by which a particular section is identified among the various sections comprising a specific type of self-contained class, course or cocurricular activity (as identified under item X0223).

X 02 30. Location (1,2,5)

X 02 31. Geographical Location (1,2)

Any designation for geographical location by which a school system or school is identified. (Op-All)

X 02 32. Room or Space Number (5)

Any designation for the room or space utilized by a section or service activity. (Rec-All) See also the X3400 Series, Location of Instruction (or Service) and the X3500 Series, Facilities.

X 02 40. Type of organizational unit (1,2,3,4)

X 02 41. Type of School System (1)

02. IDENTIFICATION (continued)

The type of organizational unit operating one or more schools, or submitting a report, e.g., a State department of education, an intermediate administration unit, a local school system, and a segment of a local school system.

X 02 41.10 State Department of Education--The State agency exercising leadership, service, and regulation responsibilities in regard to elementary and secondary public education and such other aspects of education in the State as lie within the scope of its legal authority. (The term "State department of education" is often used interchangeably with the term "State education agency" and in this connection includes the State board of education, the chief State school officer, and their staffs.)

X 02 41.20 Other State Education Agency--An organization, other than the State department of education, established by law for carrying out a specified part of the educational responsibilities of the State. (For illustration, in some States a separate organization has been established to administer higher education.)

X 02 41.30 Intermediate Administrative Unit--An administrative unit smaller than the State which exists primarily to provide consultative, advisory, administrative, or statistical services to local basic administrative units, or to exercise certain regulatory and inspectoral functions over local basic administrative units. (Rec) This includes intermediate administrative units referred to as county intermediate units, and supervisory unions. The type of intermediate administrative unit may be specified.

X 02 41.40 Local School System--An administrative unit at the local level which exists primarily to operate schools or to contract for school services. (Rec) A local school system may be public or nonpublic. Public school systems include common, city, independent, consolidated, union, community, town, township, jointure, and county-unit school districts; they include districts operating single schools, e.g., area schools for vocational or special education operated by separate boards of education. For reporting purposes, a system of schools operated by a branch of the Federal Government--for children such as those residing on Indian reservations or in the Trust Territory of the Pacific Islands, or for dependents of armed services personnel--is reported under this heading. The local school system may be described further according to type of organization, as illustrated above, and/or according to type of schools operated by indicating one of the first four items following, as appropriate, or the proper combination of the last five items (additional items of information descriptive of schools are included in the 20000 Series):

X 02 41.41 Does Not Operate Any School--(Rec)

X 02 41.42 Operates Area School for Vocational or Technical Education Only--(Rec)

X 02 41.43 Operates Area School for Special Education Only (Rec)

X 02 41.44 Operates a Single One-Teacher School--(Rec)

X 02 41.45 Operates Elementary School(s)--(Rec)

X 02 41.46 Operates Secondary School(s)--(Rec)

X 02 41.47 Operates Junior College--(Rec)

X 02 41.48 Provides Adult Education--(Rec)

X 02 41.49 Operates Other Type of School--(Rec)

X 02 41.50 Segment of Local School System--A segment of a local school system, as identified by a designation such as are included under items X0260.20 to X0260.50. (Rec)

X 02 41.90 Other Unit--A unit operating schools, or a reporting unit, other than those described in items X0241.10 to X0241.50. (Rec) This unit should be specified.

X 02 42. Type of School Organizational Arrangement (2)

The general type of school or other organizational arrangement providing instruction--e.g., an elementary school, a middle school, a secondary school, a junior college, and an adult school--or a more specific subdivision of one of these general categories. In addition, a school may be identified as a day school or residential school.

X 02 42.10 Elementary School--A school classified as elementary by State and local practice and composed of any span of grades not above grade eight. (Rec-Elem) Elementary schools conducted during the regular school term are identified initially under item X0242.10; organizational patterns or subdivisions within these schools may be identified under items X0242.11 to X0242.14. Elementary schools conducted during the summer school term are identified under item X0242.18.

X 02 42.11	Nursery-Kindergarten Level--A distinct organization for classes within an elementary school, only for beginning groups of children during the year or years preceding the primary level. (Rec-Elem) When this organization constitutes a separately organized and administered elementary school including the year or years immediately preceding the primary level, such a school is referred to as a "kindergarten school". When this organization constitutes a separately organized and administered elementary school including one or more years preceding kindergarten, such a school is referred to as a "nursery school."
X 02 42.12	Primary Level--A distinct organization within an elementary school for pupils in the primary grades or years, usually kindergarten or grade 1 through grade 3 or the equivalent. When this organization constitutes a separately organized and administered elementary school, such a school is referred to as a "primary school." (Op-Elem)
X 02 42.13	Intermediate Elementary Level--A distinct organization within an elementary school for pupils in the intermediate elementary grades or years, usually grades 4, 5, and 6 or their equivalent. (Op-Elem)
X 02 42.14	Upper Elementary Level--A distinct organization within an elementary school for pupils in the upper elementary grades or years, usually grades 7 and 8 or their equivalent. (Op-Elem)
X 02 42.18	Summer Elementary School--An elementary school conducted during the summer school term. (Rec-Elem)
X 02 42.20	Middle School--A separately organized and administered school usually beginning with grade 5 or 6 or its equivalent and including at least three grades or years. Most middle schools presume, in ultimate plan if not in present reality, a four-year high school for the grades or years which follow, as in a 4-4-4 plan or a 5-3-4 plan.
X 02 42.30	Secondary School--A school comprising any span of grades beginning with the next grade following an elementary or middle school and ending with or below grade 12. Secondary schools conducted during the regular school term are identified under items X0242.31 to X0242.35 and X0242.39; those conducted during the summer school term are identified under item X0242.38.

X 02 42.31	Junior High School--A separately organized and administered secondary school intermediate between the elementary and senior high schools, usually including grades 7, 8 and 9 (in a 6-3-3 plan) or grades 7 and 8 (in a 6-2-4 plan). (Rec-Sec)
X 02 42.32	Five- or Six-year High School--A secondary school served by one faculty organized under one principal which includes more than four grades, is not divided on a junior and senior basis, and is not preceded by a junior high school in the same school system. (Rec-Sec)
X 02 42.33	Junior-Senior High School--A secondary school organized on a junior-senior basis and administered under one head as one unit. This includes secondary schools organized on a two-year junior and a four-year senior high school plan, a three-year junior and a three-year senior high school plan, and any other plan based on a junior-senior organization. (Rec-Sec)
X 02 42.34	Senior High School--A secondary school offering the final years of high school work necessary for graduation and invariably preceded by a junior high school. (Rec-Sec)
X 02 42.35	Four-year High School--A four-year secondary school immediately following the elementary school in an 8-4 plan or a middle school. This includes four-year vocational and technical high schools. (Rec-Sec)
X 02 42.38	Summer Secondary School--A secondary school conducted during the summer school term. (Rec-Sec)
X 02 42.39	Other High School--A secondary school conducted during the regular school term other than those identified under items X0242.31 to X0242.35, such as the incomplete regular high school and any newly organized high school that ultimately will have additional grades. (Rec-Sec) A secondary school exclusively for adult and out-of-school youth should not be included here but, rather, should be included under item X0242.50, Adult School or Other Adult Education Instructional Organization.
X 02 42.40	Junior College--An institution of higher education which offers usually the first two years of college instruction, frequently which grants an associate degree, and does not grant a bachelor's degree. It is either an independently

organized institution (public or nonpublic) or an institution which is a part of a public school system or an independently organized system of junior colleges. Offerings include college transfer courses and programs; and/or technical and semiprofessional occupational programs or general education programs at the postsecretary instructional level; and may also include continuing education for adults as well as other community services. (Rec-C) The term junior college includes, therefore, two-year community colleges, two-year city or municipal colleges, and technical institutes which have, among their program offerings, two years of instruction for college credit.

X 02 42.50 Adult School or Other Adult Education Organizational Arrangement--A school only for adults and out-of-school youth, or some other separate adult education organizational arrangement within a school system, college, or other agency or institution. (Rec-A)

X 02 42.81 Day School--A school attended by pupils during a part of the day, as distinguished from a residential school where pupils are boarded and lodged as well as taught.

X 02 42.82 Residential School--An educational institution in which pupils are boarded and lodged as well as taught.

X 02 42.90 Other School--A school which cannot be described as an elementary school, middle school, secondary school, junior college, or adult school or other adult education instructional organization. (Rec-All) Any such school should be specified.

X 02 43. Type of Program of Studies (3)

An indication of the general purpose or content of the program of studies, e.g., typical local elementary program, college preparatory program, occupational program, and transfer program.

X 02 43.11 Typical Local Elementary Program--The general type of program of studies provided for most elementary school pupils of the local school system. (Rec-Elem)

X 02 43.15 Typical Local Junior High School Program--The general type of program of studies provided for most junior high school pupils of the local school system. (Rec-Sec)

X 02 43.20 Program of Special Education for Handicapped Pupils--A program of studies designed primarily to help improve or overcome physical, mental, social, and/or emotional handicaps. (Rec-All) Each pupil in such a program in a secondary school (other than a junior high school) or junior college should be identified under both this category and a category for another appropriate type of program of studies, as indicated by items X0243.31 to X0243.51.

X 02 43.31 College Preparatory Program--A secondary school program of studies designed primarily to prepare pupils for higher education. (Rec-Sec) Variations within college preparatory programs may be specified to indicate the general type of college programs for which pupils are preparing, e.g., a four-year liberal arts program, a four-year scientific or engineering program, and a two-year technical program.

X 02 43.33 Advanced Placement Program--A secondary school program of studies requiring added quantity and quality of schoolwork, designed primarily to enable pupils to enter college with advanced placement at entrance, and, possibly, with some college credit. An examination is required. The area of specialization should be identified under item X2140. (Rec-Sec)

X 02 43.35 Provisions for Postgraduate Studies--Provisions, within a secondary school, for additional high school study after graduation. (Rec-Sec)

X 02 43.41 General Education Program--A secondary school or junior college program of studies designed primarily to prepare pupils for the common activities of men as citizens, family members, and workers, and which is contrasted with specialized education which prepares for an occupation. (Rec-Sec, C) For reporting purposes, pupils in college transfer programs having instructional content of a general education or liberal arts nature should be included under item X0243.51 rather than under this category.

X 02 43.43 Occupational Program--A secondary school, junior college, or adult education program of studies designed primarily to prepare pupils for immediate employment or upgrading in an occupation or cluster of occupations. (Rec-Sec, C, A) Additional information about such a program should be provided by using appropriate categories under items X2141, Area of Major Specialization; X2142, Area of Minor Specialization; X2143, Type of Occupational Program; and X2144, Occupational Goal of Pupils. For reporting purposes, pupils in college transfer programs having instructional content of an occupational nature should be included under item X0243.51 rather than under this category.

X 02 43.51 Transfer Program--A program of studies, at the postsecondary instructional level, designed primarily to yield credits which are normally acceptable by four-year colleges and universities at full (or virtually full) value toward a bachelor's degree. (Rec-C) Pupils in transfer programs may be further identified, according to the content of their studies, by using appropriate categories under items X2141, Area of Major Specialization; X2142, Area of Minor Specialization; and X2144, Occupational Goal of Pupils.

X 02 43.61 Provision for Free Selection--Provisions enabling pupils to select courses for study without primary concern for the articulation or interrelationships among courses. (Rec-A) For statistical purposes, provisions within a secondary school for free selection of courses by high school postgraduates would be included under item X0243.35, Provisions for Postgraduate Studies.

X 02 43.71 Rehabilitation Program--A program of studies designed primarily to help restore pupils to, and to improve, their previously attained state of physical, mental, social, or emotional well-being, e.g., rehabilitation center programs and vocational rehabilitation training programs. This may include the process of restoring individuals to economic self-sufficiency through education or retraining. (Rec-All)

X 02 43.90 Other Program of Studies--A program of studies having a general purpose and nature other than those identified under items X0243.11 to X0243.71. (Rec-All) Any such program of studies should be specified.

X 02 44. Combination of Courses (3)

A combination or sequence of courses, or segments of subject matter, larger than a single course but smaller than an entire program of studies as described under the 30000 Series of chapter 2, e.g., a humanities sequence including given courses in literature, music, art, and social sciences; or an automotive mechanics sequence including given courses in body and fender repair, engine mechanics, and applied physics. (Op-Sec, C, A) Descriptions of the elements of such a combination of courses, or segments of subject matter, may be generated from the items of information in the 30000 Series of items of chapter 2 and in chapters 4 and 5.

X 02 45. Type of Class Organizational Arrangement (4)

A class is a group of pupils assigned to one or more teachers for a given period of time in a situation where the teacher(s) and the pupils are in the presence of each other. Thus, a single section of a self-contained class, course, or cocurricular activity is considered to be a class.

X 02 45.10 Self-contained Class--(Rec-All)

X 02 45.20 Course--(Rec-All)

X 02 45.21 Vocational Course--A course approved under State plan requirements for vocational and technical education. (Rec-Sec, C, A)

X 02 45.22 Advanced Placement Course--A course intended to provide upper grade secondary school pupils with college-level instruction to enable them, upon the successful completion of an examination, to bypass the usual initial college course in this subject-matter area and begin their college work with a more advanced course. (Rec-Sec)

X 02 45.23 General Continuation Class--A part-time class--for persons under 18 years of age who have left full-time instruction to enter the labor force--providing instruction designed primarily to increase civic intelligence rather than to develop specific occupational competence. (Op-A)

X 02 45.30 Cocurricular Activity--(Rec-Sec, C; Op-Elem, A)

X 02 50. Control (1,2)

The type of governmental agency or other agency having primary legal control of a school system or school.

X 02 51. Public Control

Situations in which the program of a school system or school is under the control of a public agency, is supported primarily by public funds, and is operated by publicly elected or appointed school officials. Among types of governmental agencies having legal control of school systems and schools are the city or municipal government, township government, county government, State government, and Federal government.

X 02 51.10 City or Municipal Government--(Rec-All)

X 02 51.20 Township Government--(Rec-All)

X 02 51.30 County Government--(Rec-All)

X 02 51.40 Other Local Education Agency--A local public education agency not identified by items X0251.10 to X0251.30 and not a combination of any of these. (Rec-All)

X 02 51.50 Combination--A combination of public education agencies identified under items X0251.10 to X0251.40, e.g., a group of county school systems operating a junior college or an area vocational school. (Rec-All)

X 02 51.60 State Government--(Rec-All)

X 02 51.70 Federal Government--(Rec-All)

X 02 51.90 Other Public Agency--A type of public agency other than those identified in items X0251.10 to X0251.70 e.g., a local public agency established to operate a program under specific federal legislation. (Rec-All) Any such type of agency should be specified.

X 02 52. Nonpublic Control

Situations in which the program of a school system or school is under the legal control of an agency which is not a part of State Government, a subdivision of the State Government, or the Federal Government, usually is supported primarily by other than public funds, and the operation of whose program rests with other than publicly elected or appointed officials. Among types of nonpublic or private agencies having legal control of school systems and schools are religious groups and groups which are independent of both church and State.

X 02 52.10 Independent of Church, Nonprofit--A nonpublic agency, independent of any church, which operates a school system (or school) on a nonprofit basis. (Rec-All)

X 02 52.20 Religious Group--An agency, affiliated with a religious group, which operates a school system (or school). (Rec-All)

X 02 52.30 Proprietary--A nonpublic agency independent of any church, or an individual, that operates a school system (or school) for business profit. (Rec-All)

X 02 53. Combined Public and Nonpublic Control

A situation in which public and nonpublic agencies jointly provide for the support or the operation of a school or school system, or for both support and operation. The nature of these agencies should be indicated according to the designations of items X0251 and X0252. (Rec-All) To illustrate, in a given settlement school or vocational school the land and buildings might be privately owned, most of the equipment and supplies provided by the local education agency, a portion of the library books provided by the nonpublic agency, the principal and most teachers remunerated by the local education agency, and the librarian, art teacher, and music teacher remunerated by the nonpublic agency.

X 02 54. Control by an Institution

Control by an organization--such as a school, local church, or hospital--which is established to serve a social purpose or end. In addition, the control of the institution itself should be specified according to items X0251, X0252, and X0253.

X 02 54.10 College or University--An institution of higher education which has legal control of a school or school system. (Rec-All)

X 02 54.90 Other Institution--An institution, other than an institution of higher education, which has legal control of a school or school system, e.g., a hospital, corrective institution, or orphanage. (Rec-All) The nature of any such institution should be specified.

X 02 59. Other Control

A type of institution or agency having primary legal control of a school system or school, other than those institutions, agencies, and arrangements, identified under items X0251 to X0254. (Rec-All) Any such type of agency, institution, or arrangement should be specified.

02. IDENTIFICATION (continued)

X 02 60. Scope of Central Administration (1)

The extent to which the administration of curriculum and instruction of the school system is centralized for an entire system or for a portion of the system.

X 02 60.10 Central Administration for Entire School System--Administration of curriculum and instruction centralized for the entire school system. (Rec)

X 02 60.20 Administration for Geographic Areas--Administration of curriculum and instruction organized to provide for all schools, or all schools of a given type, located within the various geographic subdivisions of the entire area served by the school system. (Rec)

X 02 60.30 Central Administration for Given Level or Type of School--Administration of curriculum and instruction organized to provide for all the school system's instruction of a given level--e.g., elementary, secondary, or postsecondary instructional level--or for all the system's school of a given type, e.g., elementary schools or secondary schools. This item may be used along with item X0260.20 to indicate that curriculum and instruction are administered centrally for a given level or type of school within the various geographic subdivisions of the area served by the school system. (Rec)

X 02 60.40 Autonomous Schools--A school system comprised of a number of schools which are basically independent or selfgoverning in terms of curriculum and instruction. (Rec)

X 02 60.50 Single School--A school system comprised of a single school. (Rec)

X 02 60.90 Other Administrative Arrangement--An arrangement other than those described in items X0260.10 to X0260.50. (Rec) Any such arrangement should be specified.

X 02 70. Contract for Instruction or Service (3,4,5)

An indication that instruction or an instructional service is provided through a contractual relationship between a given school or school system and another agency.

X 02 71.10 Contract Awarded to Another Agency--A contract to perform instructional services is awarded by the given school or school system to another agency. (Rec-All)

02. IDENTIFICATION (continued)

X 02 71.20 Contract Awarded to This School, School System, or Agency--A contract to perform instructional services is awarded to the given school, school system, or agency by another agency. (Rec-All)

X 02 72. Source or Recipient of Contract (3,4,5)

Information used in conjunction with the information under items XO271.10 and XO271.20, to indicate the nature of the agency awarding the contract to, or receiving the contract from, the given school, school system, or other agency.

X 02 72.10 Public School or School System--(Op-All)

X 02 72.20 Other Public Agency--(Op-All)

X 02 72.30 Nonpublic School or School System--(Op-All)

X 02 72.40 Other Nonpublic Agency--(Op-All)

PLACEMENT (1,2,4,5)
X 03 00 Series

The items of information under this heading may be used to describe ages of pupils, grades, years, and the sequence of courses or classes.

X 03 10. Age (1,2)

X 03 11.01	1 year old
X 03 11.02	2 years old
X 03 11.03	3 years old
X 03 11.04	4 years old
X 03 11.05	5 years old
X 03 11.06	6 years old
X 03 11.07	7 years old
X 03 11.08	8 years old
X 03 11.09	9 years old
X 03 11.10	10 years old
X 03 11.11	11 years old
X 03 11.12	12 years old
X 03 11.13	13 years old
X 03 11.14	14 years old
X 03 11.15	15 years old
X 03 11.16	16 years old
X 03 11.17	17 years old

03. PLACEMENT (continued)

X 03 11.18	18 years old
X 03 11.19	19 years old
X 03 11.20	20 years old
X 03 11.21	21 years old
X 03 11.30	Over 21 years old (Specify.)
X 03 12.40	No compulsory attendance requirement
X 03 13.50	No permissive attendance provision
X 03 11.99	No age limit

X 03 14. Span of Compulsory Attendance Ages (1)

The youngest and oldest ages at which children, youths, and adults normally are required to attend the schools of the school system. (Rec) Designations are included under item X0311.

X 03 15. Span of Permissive Attendance Ages (1,2)

The youngest and oldest ages at which children, youths, and adults normally are permitted to attend school. (Rec-All) Exceptions to the normal ages of permissive attendance should be specified, with reference made to groups of pupils involved and their span of permissive attendance ages. Designations of ages are included under item X0310; designations for pupil groups are included under item X0900.

X 03 20. Grade (1,2,4,5)

A grade is a designation applied to the sequential portion of the curriculum which represents the work of one regular school term. It is identified by a designation such as kindergarten, grade 1, or grade 10. In some situations--often referred to as "ungraded"--grade designations are not used; designations frequently appropriate in such situations are included under item X0330, Year.

X 03 20.93 Nursery-Kindergarten, Age 3--A beginning group or class that is organized to provide educational experiences for children during the year immediately preceding nursery-kindergarten, age 4. Such a group usually is considered to be a "nursery-kindergarten class" or is a part of a separate nursery school. (Rec-Elem)

X 03 20.92 Nursery-Kindergarten, Age 4--A beginning group or class that is organized to provide educational experiences for children during the year immediately preceding the kindergarten. Such a group usually is considered to be a "nursery-kindergarten class" or is a part of a separate nursery school. (Rec-Elem)

03. PLACEMENT (continued)

X 03 20.91	Kindergarten--A group or class that is organized to provide educational experiences for children during the year immediately preceding the first grade. (Rec-Elem)
X 03 20.01	Grade 1--The first of the primary grades. This often is the first grade of compulsory school school attendance and follows kindergarten, where kindergarten is provided. (Rec-Elem)
X 03 20.02	Grade 2--(Rec-Elem)
X 03 20.03	Grade 3--The grade, immediately following the second grade, which often is considered to be the final grade of the primary grades. (Rec-Elem)
X 03 20.04	Grade 4--The grade, immediately following the third grade, which often is considered to be the initial grade of the intermediate grades. (Rec-Elem)
X 03 20.05	Grade 5--(Rec-Elem)
X 03 20.06	Grade 6--The grade, immediately following the fifth grade, which often is considered to be the final grade of the intermediate grades. This is the final grade of the elementary school in a 6-3-3, a 6-6, or a 6-2-4 plan. (Rec-Elem)
X 03 20.07	Grade 7--The grade, immediately following the sixth grade, which often is the initial grade of the upper elementary grades, as in an 8-4 plan. This is the initial grade of the junior high school in a 6-3-3 or 6-2-4 plan. (Rec-Elem, Sec; Op-A)
X 03 20.08	Grade 8--The grade, immediately following the seventh grade, which is the final grade of the elementary school in an 8-4 plan or the final grade of junior high school in a 6-2-4 plan. (Rec-Elem, Sec; Op-A)
X 03 20.09	Grade 9--The grade, immediately following the eighth grade, which is the final grade of junior high school in a 6-3-3 plan, the initial grade of senior high school in a 6-2-4 plan, or the initial grade of the 4-year high school in an 8-4 plan. (Rec-Sec; Op-A)
X 03 20.10	Grade 10--The grade, immediately following the ninth grade, which is the initial grade of senior high school in a 6-3-3 plan. (Rec-Sec; Op-A)
X 03 20.11	Grade 11--(Rec-Sec; Op-A)

X 03 20.12 Grade 12--The grade, immediately following the 11th grade, which usually is the final grade of high school. (Rec-Sec; Op-A)

X 03 20.13 Grade 13--The grade, immediately following the 12th grade, which usually is the initial grade of the college level. (Rec-C; Op-A)

X 03 20.14 Grade 14--The grade, immediately following the 13th grade, which usually is the final grade in the junior college. (Rec-C)

X 03 20.15 Grade 15--(Rec-C)

X 03 20.16 Grade 16--The grade, immediately following the 15th grade, usually is considered the final year of the 4-year college. (Rec-C)

X 03 20.20 Grade 16+--The grade or grades following the 16th grade, usually involving work at the college graduate level. (Rec-C)

X 03 20.30 Ungraded--A situation in which grade designations are not used. (Rec-Elem, Sec) In some such instances, designations for "Year" (see item X0330) may be used for purposes such as indicating the amount of time pupils usually spend in an ungraded school or an ungraded subdivision of a school.

X 03 21. Lowest and Highest Grades (1,2)

The lowest and highest grades within a school system or school, or the grade equivalent, as indicated by the designations of item X0320. (Rec-All)

X 03 22. Grade Placement (4,5)

An identification of the grade standing, or the grades, of all or most of the pupils in a course, self-contained class, or section. (Rec-All) Designations for grades are included under item X0320. Those situations in which grade designations are not used may be identified under item X0330.

X 03 30. Year (2,4,5)

In some situations, grade designations are not applied to the sequential portion of the curriculum representing the work of one regular school term. Such situations are referred to as "ungraded." The amount of time pupil groups usually spend in

03. PLACEMENT (continued)

ungraded schools or ungraded subdivisions of schools may be indicated by the number of years elapsed since each group entered.

X 03 30.10	First year
X 03 30.20	Second year
X 03 30.30	Third year
X 03 30.40	Fourth year
X 03 30.50	Fifth year
X 03 30.60	Sixth year
X 03 30.70	Seventh year
X 03 30.80	Eighth year
X 03 30.90	Ninth year and above--(Specify.)

X 03 31. Lowest and Highest Years (2)

In ungraded situation, designations which may be used to indicate the number of years, and to identify which years, customarily are spent within a given school, or organizational subdivision of a school, as, for example, in an elementary school, in the primary grades of an elementary school, or in a secondary school. (Rec-Elem, Sec) Designations are included under item X0330.

X 03 32. Year Placement (4,5)

In ungraded situations, an identification of the number of years elapsing since most members of a pupil group began instruction in a school or in an organizational subdivision of the school, e.g., first year, third year, and seventh year. (Rec-Elem, Sec) Designations for years are included under item X0330.

X 03 40. Other Placement (2)

A series of designations other than those presented in items X0320 and X0330 which are indicative of stages or intervals of pupil status in school. (Rec-All) Any such designations--appropriate, for example, in describing the eligibility for education of certain exceptional children, youth, and adults--should be specified.

X 03 50. Position in Sequence (4)

The relative position in sequence of any course or self-contained class which is a part of a series of courses or classes.

03. PLACEMENT (continued)

X 03 51. Number of Courses or Classes in Sequence (4)--(Op-All)

X 03 51.01	1 Course or Class
X 03 51.02	2 Courses or Classes
X 03 51.03	3 Courses or Classes
X 03 51.04	4 Courses or Classes
X 03 51.05	5 Courses or Classes
X 03 51.06	6 Courses or Classes
X 03 51.07	7 Courses or Classes
X 03 51.08	8 Courses or Classes
X 03 51.09	9 Other Number of Courses or Classes--(Specify.)

X 03 52. Position of Course or Class in Sequence (4)

The position of the course or self-contained class in relation to the other courses or classes of the sequence. (Op-All)

X 03 52.01	1st Course or Class
X 03 52.02	2nd Course or Class
X 03 52.03	3rd Course or Class
X 03 52.04	4th Course or Class
X 03 52.05	5th Course or Class
X 03 52.06	6th Course or Class
X 03 52.07	7th Course or Class
X 03 52.08	8th Course or Class
X 03 52.09	Other Position--(Specify.)

LEVEL OF DIFFICULTY OR ABILITY (4,5)
X 04 00 Series

The general difficulty of a course, self-contained class, or cocurricular activity, or of the various sections of the course, or class; and the general level of ability required for successful participation in the activity. If appropriate and desired, the level of difficulty may be described also by use of a grade designation included under item X0320. Modifications in marking practices which reflect differing levels of difficulty should be described.

X 04 10. Level of Difficulty (4,5)

X 04 10.10 Average Difficulty--The level of difficulty appropriate for most of the pupils of the school system of a given age group. (Rec-Elem, Sec)

04. LEVEL OF DIFFICULTY OR ABILITY (continued)

X 04 10.20	Above-average Difficulty--Greater than average difficulty, including advanced placement courses and special courses or classes for the gifted. (Rec-Elem, Sec)
X 04 10.30	Below-average Difficulty--Somewhat less than average difficulty, but above the level of work provided for pupils who are mentally retarded. (Rec-Elem, Sec)
X 04 10.40	For Mentally Retarded--A level of work appropriate for pupils who are mentally retarded. If desired, this general level could be delineated further according to the degree of retardation of pupils, e.g., for pupils who are educable mentally retarded or trainable mentally retarded. (Rec-Elem, Sec)
X 04 10.80	Not Applicable--An indication that a designation for level of difficulty is not considered appropriate or applicable for a given course or class. (Rec-Elem, Sec)
X 04 20.	Level of Ability Required, (4,5) The general level of ability required for successful participation in an activity.
X 04 20.10	Average Ability--The level of ability of most pupils of the school system of a given age group. (Op-Sec)
X 04 20.20	Above-average Ability--Greater than average ability, including special activities for the gifted and talented. (Op-Sec)
X 04 20.30	Below-average Ability--Somewhat less than average ability. (Op-Sec)
X 04 20.80	Not Applicable--An indication that no particular level of ability is required for successful participation in a given activity. (Op-Sec)

APPROVAL AND/OR ACCREDITATION (1,2,3,4)
X 05 00 Series

Items of information under this heading may be used to describe the accreditation status of a school system, school, program of studies, or course--or its approval status, or both--and to identify the approving or certifying agency. Approval of a unit of organization (e.g., a school system, school, program of studies, and course) is the official act of the State department of education, or another recognized agency having official authority, certifying that the unit of organization complies with the legal requirements or prescribed standards for the operation of such units. Accreditation of a unit of organization is an official decision by the State department of education, or another recognized agency having official authority, that, in their judgment, the unit has met the established standards of quality (which may or may not have legal status).

X 05 10. Approval Status (1,2,3,4)

X 05 10.10 Approved--The unit of organization is approved. (Rec-All) If more than one type of approval is available, the type of approval granted should be specified. As applied to a course, this includes vocational and technical education courses approved under the State plan.

X 05 10.20 On Probation--The unit of organization, currently approved, may have approval withdrawn by the approving agency unless certain specified deficiencies are corrected within a given period of time. (Rec-All)

X 05 10.30 Approval Denied--Application has been made for approval, but approval was denied by the approving agency. (Rec-All)

X 05 10.40 Approval Available but Not Requested--Approval is available but has not been requested. (Rec-All) As applied to a course, this includes courses meeting State plan requirements for vocational and technical education but for which approval has not been requested.

X 05 10.50 Approval Not Available--Approval is not available for the type of unit of organization. (Rec-All)

X 05 10.60 Approval Not Applicable--Approval is not applicable for the type of unit of organization. (Rec-All)

X 05 20. Approving Agency (1,2,3,4)

Information about the agency which can or does grant approval to the unit of organization.

X 05 20.10 State Department of Education--The State department of education of the State in which the school system is located can or does grant approval. (Rec-All)

X 05 20.20 Other State Agency--A State agency, other than the State department of education--e.g., a State board of higher education or a State board of junior colleges--can or does grant approval. (Rec-All)

05. APPROVAL AND/OR ACCREDITATION (continued)

X 05 20.90 Other Agency--An agency other than the State department of education or another agency of the State in which the school system is located can or does grant approval. (Rec-All) Any such agency should be specified.

X 05 30. Accreditation Status (2,3)

X 05 30.10 Accredited--The school or program of studies is accredited. (Rec-All)

X 05 30.20 On Probation--The school or program of studies, currently accredited, may have accreditation withdrawn by the accrediting agency unless certain specified deficiencies are corrected within a given period of time. (Rec-All)

X 05 30.30 Accreditation Denied--The school has applied for accreditation, but accreditation was denied by the accrediting agency. (Rec-All)

X 05 30.40 Accreditation Available but Not Requested--Accreditation is available but has not been requested. (Rec-All)

X 05 30.50 Accreditation Not Available--Accreditation is not available to the school or program of studies. (Rec-All)

X 05 30.60 Accreditation Not Applicable--Accreditation is not applicable to the school or program of studies. (Rec-All)

X 05 40. Accrediting Agency (2,3)

Information about the agency which can or does grant accreditation to the school or program of studies.

X 05 40.10 State Department of Education--The State department of education of the State in which the school is located can or does grant accreditation to the school or program of studies. (Rec-All)

X 05 40.20 Regional Accrediting Association--A voluntary nongovernmental organization established to administer an accrediting procedure in a geographic area including more than one State but less than all. (Rec-All)

X 05 40.30 Professional Association--A recognized voluntary nongovernmental professional association administering an accrediting procedure for specific types of schools or programs of studies. (Rec-Sec, C, A)

05. APPROVAL AND/OR ACCREDITATION (continued)

X 05 40.40 Technical and/or Business Association--A recognized voluntary nongovernmental technical or business association administering an accrediting procedure for specific types of schools or programs of studies. (Rec-Sec, C, A)

X 05 40.90 Other Agency--An agency--other than the State department of education of the State in which the school is located, a regional accrediting association, or a professional association--which can or does grant accreditation to the school or program of studies. (Rec-Sec, C, A) Any such agency should be specified.

TIME SCHEDULE (1,2,3,4,5)
X 06 00 Series

Items of information under this heading may be used to indicate the manner in which time is organized for various segments of the school year and the school day.

X 06 10. School Year (1,2)

The school year is defined as the 12-month period of time denoting the beginning and ending dates for school accounting purposes, usually from July 1 to June 30; a school term is defined as a prescribed span of time when school is open and the pupils are under the direction and guidance of teachers. The school year may include one or more school terms, the most common of these terms being the regular and summer school terms. These terms sometimes are further subdivided into shorter terms such as semesters and quarters.

X 06 11. Division of School Year (1,2)

X 06 11.10 Regular School Term and Summer Term--(Rec-All)

X 06 11.20 Regular School Term Only--(Rec-All) Designations for divisions of the regular school term are included under item X0621.

X 06 11.30 Three Trimesters--Three approximately equal school terms of about three to four months each, the quantity of school work of each term being intended to approximate the usual amount of work of a typical semester. (Rec-All)

X 06 11.40 Four Quarters--Four approximately equal school terms of about three months each. (Rec-All)

X 06 11.80 Combination--A combination of two or more patterns of time for the school year for different schools, programs of studies, or pupil groups. (Rec-All) The various patterns may be specified.

X 06 11.90 Other Division--A division or organization of the school year other than those identified under items X0611.10 to X0611.80, e.g., summer school term only. (Rec-All) Any such division or organization should be specified.

X 06 20. Regular School Term (1,2)

The regular school term is that school term which begins usually in the late summer or fall and ends in the spring. It may be interrupted by one or more vacations.

X 06 21. Division of Regular School Term (1,2)

The manner in which the regular school term is divided into segments such as semesters, trimesters, and quarters.

X 06 21.10 Single Term--A regular school term containing no major subdivisions of time (e.g., no semesters and no quarters). (Rec-All)

X 06 21.20 Semesters--A regular school term consisting of two semesters, each of about 16 to 18 weeks duration. (Rec-Sec, C, A)

X 06 21.30 Trimesters--A school year consisting of 3 trimesters, 2 of which are considered to comprise the regular school term. (Rec-C, A)

X 06 21.40 Quarters--A school year consisting of 4 quarters, 3 of which are considered to comprise the regular school term. (Rec-C, A)

X 06 21.90 Other Division--A regular school term divided in a manner other than those identified under items X0621.10 to X0621.40. (Rec-All) Any such division should be specified.

06. TIME SCHEDULE (continued)

X 06 22. Calendar Months (1,2)

The number of calendar months indicating to the nearest whole month, the amount of elapsed time from the first day in session to the last day in session for the regular school term. (Rec-All)

X 06 22.01	1 Month or Less
X 06 22.02	2 Months
X 06 22.03	3 Months
X 06 22.04	4 to 6 Months
X 06 22.05	7 Months
X 06 22.06	8 Months
X 06 22.07	9 Months
X 06 22.08	10 Months
X 06 22.09	11 or 12 Months

X 06 23. Equivalent Weeks (1,2)

The number of equivalent weeks (not calendar weeks) during which school is in session for the regular school term, expressed to the nearest full week. (Op-All) Where used for school accounting purposes, an equivalent week generally refers to 5 days in session and represents one-fourth of a "school month" which usually contains 20 days in session, or the equivalency of 4 weeks. If the number of weeks is less than 30 or more than 44, this number should be specified.

X 06 23.29	Less than 30 Weeks
X 06 23.30	30 Weeks
X 06 23.31	31 Weeks
X 06 23.32	32 Weeks
X 06 23.33	33 Weeks
X 06 23.34	34 Weeks
X 06 23.35	35 Weeks
X 06 23.36	36 Weeks
X 06 23.37	37 Weeks
X 06 23.38	38 Weeks
X 06 23.39	39 Weeks
X 06 23.40	40 Weeks
X 06 23.41	41 Weeks
X 06 23.42	42 Weeks
X 06 23.43	43 Weeks
X 06 23.44	44 Weeks
X 06 23.45	More than 44 Weeks

06. TIME SCHEDULE (continued)

X 06 24. Days in Session (1,2)

The number of days in session during the regular school term. (Rec-All) A day in session is a day on which the school is open and the pupils are under the guidance and direction of teachers, plus days on which the school plant is closed and the student body as a whole is engaged in school activities outside the school plant under the guidance and direction of teachers. If the number of days in session is less than 160 or more than 209, this number should be specified.

X 06 24.01	Less than 160 Days
X 06 24.02	160-169 Days
X 06 24.03	170-174 Days
X 06 24.04	175-179 Days
X 06 24.05	180-184 Days
X 06 24.06	185-189 Days
X 06 24.07	190-199 Days
X 06 24.08	200-209 Days
X 06 24.09	More than 209 Days

X 06 30. Summer School Term (1,2)

The summer school term is that school term which takes place in the summer during the period between the end of one regular school term and the beginning of the next regular school term.

X 06 32. Calendar Months in Summer School Term (1,2)

The number of calendar months indicating, to the nearest whole month, the amount of elapsed time from the first day in session to the last day in session for the summer school term. (Op-All) The designations of item X0622 may be used to indicate the number of calendar months in the summer school term.

X 06 33. Calendar Weeks in Summer School Term (1,2)

The number of calendar weeks during which school is in session for the summer school term, expressed to the nearest full week. (Op-All) If the number of weeks is less than three or more than nine, this number should be specified.

X 06 33.02	Less than 3 Weeks
X 06 33.03	3 Weeks
X 06 33.04	4 Weeks
X 06 33.05	5 Weeks
X 06 33.06	6 Weeks

X 06 33.07 7 Weeks
X 06 33.08 8 Weeks
X 06 33.09 9 Weeks
X 06 33.01 More than 9 Weeks

X 06 34. Days in Session in Summer School Term (1,2)

The number of days school is in session during the summer school term. (Rec-All) If the number of days is less than 11 or more than 60, this number should be specified.

X 06 34.01 Less than 11 Days
X 06 34.02 11-20 Days
X 06 34.03 21-25 Days
X 06 34.04 26-30 Days
X 06 34.05 31-35 Days
X 06 34.06 36-40 Days
X 06 34.07 41-50 Days
X 06 34.08 51-60 Days
X 06 34.09 More than 60 Days

X 06 40. School Day (2)

A school day is that part of a calendar day when school is in session. Included under this heading are items of information which can be used to identify the organization of time segments comprising the typical school day.

X 06 41. Sessions in School Day (2)

A session is the period of time during the school day when a given group of pupils is under the guidance and direction of teachers. The manner in which the school day is organized for the various sessions of the school may be described by items under this heading.

X 06 41.10 Single (1) Session--A school day consisting of a single session. (Rec-Elem, Sec)

X 06 41.20 Double (2) Sessions--A school day consisting of separate sessions for two groups of pupils in the same instructional space, e.g., one room used by one fourth-grade class in the morning and by another fourth-grade class in the afternoon; or one school building used by high school juniors and seniors during a morning session and by freshman and sophomores during an afternoon session. (Rec-Elem, Sec)

X 06 41.30 Two Overlapping Sessions--A school day consisting of two overlapping sessions with separate times for two different groups of pupils to start and end their sessions in the same school plant, e.g., high school juniors and seniors begin their session at 7:30 a.m. and the freshmen and sophomores begin their session at 8:30 a.m., the session for juniors and seniors ending one hour prior to the time the session ends for the freshmen and sophomores. (Rec-Elem, Sec)

X 06 41.40 Three or More Overlapping Sessions--A school day consisting of three or more overlapping sessions with separate times for three or more different groups of pupils to start and end their sessions in the same school plant. (Rec-Elem, Sec)

X 06 41.90 Other Organization--Sessions of the school day organized in a manner other than those identified in items X0641.10 to X0641.40. (Rec-Elem, Sec) Any such organization should be specified.

X 06 45. Minutes in School Day (2)

The number of minutes the school is in operation during all the sessions of the typical school day. (Op-All)

X 06 45.01 Less than 240 Minutes--(Specify.)
X 06 45.02 240-269 Minutes
X 06 45.03 270-299 Minutes
X 06 45.04 300-329 Minutes
X 06 45.05 330-359 Minutes
X 06 45.06 360-419 Minutes
X 06 45.07 420-479 Minutes
X 06 45.08 480-539 Minutes
X 06 45.09 540 Minutes and More--(Specify.)

X 06 50. Daily Session (2,3)

A session is that period of time during the school day when a given group of pupils is under the guidance and direction of teachers. An identification of the type of session and the organization of time segments comprising each session is included under this heading. This information may be recorded according to level, e.g., for kindergarten, for grades 1 to 3, and for grades 4 to 6.

06. TIME SCHEDULE (continued)

X 06 51. Type of Session (2)

Identification of the type of session, e.g., full-day session, half-day session, and curtailed session.

X 06 51.10 Full-day Session--A school session which contains at least the minimum number of hours recommended by the State education agency for a full day of attendance in a given elementary or secondary grade other than kindergarten or nursery. (Rec-Elem, Sec)

X 06 51.20 Half-day Session--A school session which contains the minimum number of hours recommended by many State education agencies for kindergarten or nursery instruction (or instruction for certain groups of handicapped pupils) when the length of this session approximates half the number of hours recommended for a full-day session in other elementary grades. (Rec-Elem)

X 06 51.30 Curtailed Session--A school session with less than the number of hours of instruction recommended by the State education agency. (Rec-Elem, Sec)

X 06 51.90 Other Type of Session--A type of session other than those identified under items X0651.10 to X0651.30, e.g., two groups of pupils attend school on alternate days of the week. (Rec-Elem, Sec) Any such type of session should be specified.

X 06 52. Organization of Time Segments in Session (2,3)

X 06 52.10 Full Session (Self-contained Class)--A session in which classes meet with the same teacher or team of teachers in the same teaching space for all or most of the time. (Rec-Elem, Sec)

X 06 52.20 Partially Departmentalized Session--A session in which classes have the same teacher for a major portion of the time (e.g., for English language arts, social studies, and other instruction provided daily) and subject matter specialists as teachers for other portions of the daily schedule (e.g., special teachers for mathematics, music, and science). (Rec-Elem, Sec)

X 06 52.30 Uniform Class Periods--The portions of the session devoted to instruction are comprised of class periods of uniform length. (Rec-Sec)

06. TIME SCHEDULE (continued)

X 06 52.31	Single Period--Classes meet with each teacher, or team of teachers, for a single period at a time. (Op-Sec)
X 06 52.32	Multiple Periods (Block of Time)--Classes meet with each teacher, or team of teachers, for two or more successive class periods at a time but less than a full session. (Op-Sec)
X 06 52.33	Combination of Single and Multiple Periods--Classes meet with each teacher, or team of teachers, on a varying schedule, for a single period on some days and for more than a single period other days. (Op-Sec)
X 06 52.40	Nonuniform Class Periods--The portions of the session devoted to instruction are comprised of class periods of varying length. (Rec-Sec)
X 06 52.50	Modules of Time--The session comprises uniform portions or modules of time, each module usually a fraction of the usual time for a class period, which are combined in various multiples, as appropriate for various courses and activities. (Rec-Elem, Sec)
X 06 52.60	Combinations of Class Periods and Modules--The session is composed of class periods and modules. (Rec-Elem, Sec)
X 06 52.70	Homeroom Period--A portion of a session, in a departmentalized instructional organization, during which a teacher and a group of pupils meet primarily for purposes of checking attendance, making announcements, and attending to other administrative details. (Rec-Sec)
X 06 52.80	Activity and/or Assembly Period--A portion of the session, occurring on one or more days of the week at a time when no courses are scheduled, the time being devoted to various cocurricular activities including assemblies. In some instances, this period may be combined with the homeroom period described under item X0652.70. (Rec-Sec)
X 06 52.90	Other Organization--An organization of the session other than those identified under items X0652.10 to X0652.80. (Rec-Sec) Any such organization should be specified.

06. TIME SCHEDULE (continued)

X 06 55. Minutes in Session (2,3)

The number of minutes that given pupil groups (e.g., pupils in kindergarten, grade 6, or grade 12) are in session during the day, including lunch and recess time, expressed according to category of time as follows. (Rec-Elem, Sec; Op-A)

X 06 55.01 Less than 180 Minutes--(Specify.)
X 06 55.02 180-239 Minutes
X 06 55.03 240-299 Minutes
X 06 55.04 300-359 Minutes
X 06 55.05 360-389 Minutes
X 06 55.06 390-419 Minutes
X 06 55.07 420-449 Minutes
X 06 55.08 450-479 Minutes
X 06 55.09 480 Minutes and More--(Specify.)

X 06 60. Class Period (2,3,4,5)

An identification of the number and length of class periods during a typical daily session in a departmentalized organization. A class period is a unit of time, a portion of the daily session set aside for instruction in classes, when most classes meet for a single such unit of time.

X 06 65. Minutes in Class Period (2,3,4,5)

The typical length of uniform class periods, exclusive of time for passing between classes, expressed in minutes. (Rec-Sec, C)

X 06 65.01 Less than 40 Minutes--(Specify.)
X 06 65.02 40-44 Minutes
X 06 65.03 45-49 Minutes
X 06 65.04 50-54 Minutes
X 06 65.05 55-59 Minutes
X 06 65.06 60-64 Minutes
X 06 65.07 65 Minutes and More--(Specify.)

X 06 66. Number of Class Periods in Typical Daily Session (2,3)

The maximum number of class periods for an individual pupil in a typical daily session, when this number generally is uniform for all the days of the week. (Rec-Sec, C) If the maximum number is not uniform, the number of class periods for the week may be indicated under item X0667.

X 06 66.02 1 or 2 Class Periods
X 06 66.03 3 Class Periods

06. TIME SCHEDULE (continued)

X 06 66.04 4 Class Periods
X 06 66.05 5 Class Periods
X 06 66.06 6 Class Periods
X 06 66.07 7 Class Periods
X 06 66.08 8 Class Periods
X 06 66.09 9 or More Class Periods--(Specify.)
X 06 66.01 Irregular Number of Class Periods

X 06 67. Number of Class Periods in Typical Week (2,3)

The maximum number of class periods for an individual pupil during a week, when the number is not uniform for all the days of the week. (Rec-Sec, C) When the maximum number generally is uniform, the number of class periods in a typical daily session should be indicated under item X0666.

X 06 70. Module of Time (2,3,4,5)

An identification of the number and length of modules of time during a typical daily session. A module is a unit of time, a portion of the daily session set aside for instruction in classes, when most classes meet for two or more such units of time.

X 06 71. Variation in Modules (2,3)

X 06 71.10 No Variation--The number of modules per day, week, or term for instruction yielding one unit of value[6] is the same for all courses and for all groups of pupils. (Rec-Sec)

X 06 71.20 Varying for Different Groups--The number of modules per day for instruction yielding one unit of value[6] varies for different courses or for different groups of pupils. (Rec-Sec)

X 06 75. Minutes in Module (2,3)

The typical length of modules, expressed in minutes. (Rec-Sec)

X 06 75.01 Less than 10 Minutes--(Specify.)
X 06 75.02 10 and 11 Minutes
X 06 75.03 12 to 14 Minutes
X 06 75.04 15 to 19 Minutes

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[6] See item X0840. for a description of a unit of value.

06. TIME SCHEDULE (continued)

X 06 75.05	20 to 29 Minutes
X 06 75.06	30 Minutes and More--(Specify.)

X 06 76. Number of Modules in Typical Daily Session (2,3)

The number of modules in a typical daily session, when this number generally is uniform for all the days of the week. (Rec-Sec) If the number is not uniform, the number of modules in a typical week may be indicated under item X0677.

X 06 76.01	Less than 5 Modules--(Specify.)
X 06 76.02	5-7 Modules
X 06 76.03	8-10 Modules
X 06 76.04	11-13 Modules
X 06 76.05	14-16 Modules
X 06 76.06	17-19 Modules
X 06 76.07	20-22 Modules
X 06 76.08	23-25 Modules
X 06 76.09	26 Modules and More--(Specify.)

X 06 77. Number of Modules in Typical Week (2,3)

The number of modules during the week, when the number is not uniform for all the days of the week. (Rec-Sec) This number should be specified. If the number of modules generally is uniform for all the days, the number in a typical daily session should be indicated under item X0676.

X 06 78. Usual Number of Modules for Unit of Value (2,3,4)

The usual (or average) number of modules per day (or per week) for instruction yielding one unit of value.7/ (Rec-Sec) Designations for modules per week are included under item X0842.

X 06 78.02	2 Modules
X 06 78.03	3 Modules
X 06 78.04	4 Modules
X 06 78.05	5 Modules
X 06 78.06	6 Modules
X 06 78.07	7 Modules
X 06 78.08	8 Modules
X 06 78.09	9 Modules
X 06 78.01	More than 9 Modules--(Specify.)

7/ See item X0840 for a description of a unit of value.

06. TIME SCHEDULE (continued)

X 06 80. Description of Time Factors (4, 5)

X 06 81. Year and Term (4, 5)

An identification of the school year and term when a specific course, self-contained class, or section is scheduled (e.g., the 1968-69 school year, and the regular school term, fall semester, or summer school term). (Rec-All)

X 06 82. Frequency of Service (5)

The frequency with which a given service or service activity is made avaliable.

X 06 82.10 Annually--Once a year. (Op-All) In addition, the time of year and span of time may be specified.

X 06 82.20 Semiannually--Twice a year. (Op-All) In addition, the times of the year and spans of time may be specified.

X 06 82.30 Monthly--Once a month. (Op-All) In addition, the span of time for each month may be specified.

X 06 82.40 Weekly--Once a week. (Op-All) In addition, the span of time for each week may be specified.

X 06 82.50 Given Days of Week--The same two to four days each week. (Op-All) The specific days of the week should be included in item X0683.

X 06 82.60 Daily--Every day. (Op-All) The specific hours of the day should be included in item X0685.

X 06 82.70 Other Schedule--A regular schedule other than those identified under items X0682.10 to X0682.60 (Op-All) Any such schedule should be specified.

X 06 82.80 As Required--The service is made available or performed as required, but not on a regular schedule. (Op-All)

X 06 83. Days of Week (4, 5)

The day or days of the week on which a section of a course or self-contained class meets, e.g., Tuesday and Thurday; or, if these days vary from week to week, the plan for scheduling meeting days. (Rec-Sec, C, A)

X 06 84. Number of Days Per Week (4, 5)

06. TIME SCHEDULE (continued)

The number of days per week that a section of a course or self-contained class typically meets. (Op-Sec, C, A)

X 06 84.01	1 Day
X 06 84.02	2 Days
X 06 84.03	3 Days
X 06 84.04	4 Days
X 06 84.05	5 Days
X 06 84.06	6 Days
X 06 84.07	7 Days
X 06 84.08	Variable Number of Days

X 06 85. Hour of Day, or Period Number(s) of Section Meeting or Service (4, 5)

The clock hour of the day or the period number of a section meeting; or, if this hour or period varies from day to day, the plan for scheduling the hour or period for section meetings. (Rec-Sec, C, A) In addition, the time of day of class meetings may be recorded. For adult education classes, this could indicate "day time," "late afternoon or evening," or "other time"; for certain elementary and secondary classes, this could indicate "before session" in the morning, or "after session" in the afternoon. (Op-All)

X 06 86. Time Segment for Class or Course (4, 5)

The amount of time in those daily sessions during which the course or self-contained class meets, e.g., the entire session, a block of time, a class period, and a variable amount of time.

X 06 86.11 Entire Session--On class days the course, sections of the course, or the self-contained class typically meets for the entire daily session. (Op-Elem, A)

X 06 86.12 Block-of-Time--On class days the course, or sections of the course, typically meets for two or more consecutive class periods, but less than the entire daily session. (Op-Sec)

X 06 86.13 Class Period--On class days the course, or sections of the course, typically meets for a single period. (Op-Sec)

X 06 86.14 Modules of Time--On class days the course, or sections of the course, typically meets for one or more modules of time. (Op-Sec) The number of modules may be specified.

X 06 86.15 Variable Amounts of Time--The course, or sections of the course, typically meets for different amounts of time on the different days of the week during which course meets. (Op-Sec)

X 06 86.19 Other Amount of Time--On class days the course, or sections of the course, typically meets for an amount of time other than those identified under items X0685.11 to X0685.15, including situations in which time in the daily session varies for different sections of the course and situations in which the number of meetings of the section varies from one week to another. (Op-Sec) This amount or schedule of time should be specified.

X 06 87. Minutes Per Week (4, 5)

The number of minutes per week that a section of a course, self-contained class or cocurricular activity typically meets. (Op-All) Appropriate designations are included under item X0843. If the number of minutes varies from week to week, this fact should be indicated and an average number of minutes per week specified.

X 06 88. Number of Weeks (4, 5)

The number of equivalent weeks (not calendar weeks) during which a section of the course, self-contained class, or cocurricular activity typically meets. (Op-All)

X 06 88.01	Less than 5 Weeks
X 06 88.02	5-8 Weeks
X 06 88.03	9-12 Weeks
X 06 88.04	13-20 Weeks
X 06 88.05	21-32 Weeks
X 06 88.06	33-36 Weeks
X 06 88.07	37-40 Weeks
X 06 88.08	41-44 Weeks
X 06 88.09	45-52 Weeks

If desired, a local school system may indicate the actual number of weeks rather than use the categories presented above.

X 06 89. Miscellaneous Times for Class Meetings (4, 5).

Days other than those on which classes usually meet, e.g., days during weekends, summer vacation, Thanksgiving vacation, Christmas vacation, and spring vacation. (Op-All)

06. TIME SCHEDULE (continued)

X 06 90. Other Time Factors (1, 2, 3, 4, 5)

Time factors, other than those included under items X0610 to X0689 which may be used to indicate the manner in which time is organized for various segments of the school year and the school day, e.g., length of homeroom period and length of activity period. (Op-All) Any such time factor should be specified.

EVALUATION AND CURRICULUM IMPROVEMENT (1, 2, 3, 4)
X 07 00 Series

The items of information under this heading may be used to describe the organization, personnel, and activities involved in evaluating and/or improving the instructional program of a school system, school, or other organizational unit.

Evaluation generally involves a diagnosis of current status and a comparison of this status with (a) the extent to which it attains predetermined objectives and purposes, (b) appropriate criteria or standards, (c) previous status, or (d) current status of others. Evaluation findings frequently provide the basis for activities undertaken to improve the instructional program of the school system.

X 07 10. Background of the Instructional Program (1, 2, 3, 4)

A selection of factors which are considered in the evaluation process because they are descriptive of the community, the pupils, and other underlying determinants of the design of the instructional program.

X 07 10.11 Philosophy of the School System--The carefully developed statement expressing the ideals the school system attempts to realize in its practices. (Rec-All) This statement--frequently including considerations such as (a) the responsibility of the school system to the community, and its relationship to other community agencies providing education; (b) present knowledge of the nature of youth with their differing needs, interests, and abilities; (c) present knowledge of the nature of learning and of aspects of knowledge itself; and (d) a concept of the roles and relationships of teachers, pupils, administrators, and others--may be used as a basis for the general determination, interpretation, and evaluation of the school system's policies and activities. Persons and groups involved in developing the statement of philosophy may be identified with the use of the categories of item X0730.

07. EVALUATION AND CURRICULUM IMPROVEMENT (continued)

X 07 10.12	Aims of the School System--A statement of what the school system is attempting to do to meet the needs and interests of its patrons, in accordance with its statement of philosophy. (Rec-All) Persons and groups involved in developing the statement of aims may be identified with the use of the categories of item X0730.
X 07 10.13	Goals and Objectives of the School--The statement of the general, long-range goals and the specific, short-range objectives which indicate what the school is attempting to do to meet the needs of its pupils and patrons, in accordance with the philosophy, aims, and policies of the school system. (Op-All)
X 07 10.20	School System Policies--A statement of judgments, derived from a system of values and an assessment of situational factors, operating within the school system as a general plan for guiding decisions about how to attain desired educational aims and objectives. (Rec-All) Persons and groups involved in developing the policy statement may be identified with the use of the categories of item X0730.
X 07 10.30	Characteristics of the School Community--The various social and economic characteristics which serve to indicate the nature of the school neighborhood or community, e.g., general type of community (urban or rural location; residential, business, and industrial characteristics), composition of population, general socio-economic level as indicated by the community occupational structure or the general educational level of parents, identified problems and needs, education-related agencies, civic organizations, and recreational opportunities. (Rec-All)
X 07 10.31	Composition of Population--Identified characteristics of residents of the school community such as race, age, sex, ethnic origin, languages spoken in the home, proportion of families receiving welfare assistance, and proportion of employed residents commuting to work. (Op-All)
X 07 10.32	Occupational Structure of School Community--An identification of the general occupation structure of the school community. (Op-All) In some instances, a composite picture is obtained by use of a rating scale utilizing values such as 0-Professional persons; 1-Farmers (owners and tenants of large scale operations); 2-Proprietors, managers, and officials (except farmers); 3-Clerks and kindred workers; 4-Skilled workers and foreman; 5-Semiskilled workers; 6-Farm laborers; 7-Other laborers; and 8-Servant occupations.

X 07 10.33	Educational Level of Parents--An identification of the general level of education of the parents of the pupils. (Op-All) One way to obtain a composite picture of this level is through the use of a scale indicating the highest grade of school completed or the highest diploma or degree received.
X 07 10.34	Problems of the School Community--Identified problems of the school community, e.g., excessive juvenile delinquency, poverty, intergroup tensions, health problems, and insufficient employment opportunities. (Op-All)
X 07 10.35	Needs of the School Community--Identified needs of the community, e.g., additional library facilities, additional recreational opportunities, and additional employment opportunities. (Op-All)
X 07 10.39	Other Characteristics--Information about characteristics, other than those identified under items X0710.31 to X0710.35, which serve to indicate the nature of the community, e.g., cultural, geographic, residential, business, and industrial characteristics. (Op-All)
X 07 10.40	School-community Relationships--The manner in which representatives of the school and the community work together to identify and provide for individual and group interests and needs of pupils, parents, and members of various other community groups. (Rec-All) This includes the activities of any lay advisory committee.
X 07 10.41	Community Opinion--The general opinion of a representative sampling of members of various community groups (e.g., pupils, parents, business, industry, and labor) concerning problems, needs, and activities of the community and its school or schools; also the manner in which such opinion is determined. (Op-All)
X 07 10.42	School-community Planning--Coordination between representatives of the school and representatives of community groups in planning for the development and use of resources in meeting the interests and needs of pupils, parents, and members of various other community groups. (Op-All)
X 07 10.43	Home-school Relations--Relationships between the school and its staff members and the parents of the pupils, with particular attention given to the ways in which the school staff and parents work together in helping pupils derive maximum benefit from their educational experiences. (Op-All)

07. EVALUATION AND CURRICULUM IMPROVEMENT (continued)

X 07 10.44	Participation of Parents in School Activities and Affairs--The manner in which parents take part in school activities and affairs, e.g., through participation in a parent-teacher organization, or by providing personal and financial support of specific school activities. (Op-All)
X 07 10.49	Other Aspects of School-community Relationships--Aspects of school-community relationships other than those included under items X0710.41 to X0710.44. (Op-All) Any such aspect should be specified.
X 07 10.50	Characteristics and Needs of the Pupils--Identified general pupil characteristics and needs which provide, or might provide, a basis for educational planning by the school. (Rec-All)
X 07 10.51	Intellectual Ability--The level and distribution of all pupils according to intellectual ability, as obtained from standardized instruments. (Op-All)
X 07 10.52	Exceptionality--The number of pupils according to type of exceptionality, as identified by professionally qualified personnel. (Rec-All) For designations for types of exceptionality, see item X0950.
X 07 10.53	School Placement--The distribution of pupils according to the type of school in which they receive instruction (e.g., elementary school, junior college, and elementary school for physically handicapped) and according to age and grade (i.e., age-grade distribution.) (Op-All)
X 07 10.54	Educational and Career Intentions--The distribution of pupils according to intentions and plans for future education and careers. (Op-All)
X 07 10.55	School Performance--The general nature and quality of pupils' activities and accomplishments within the school program, such as the distribution of pupils according to courses studied, cocurricular activities, grade progression, scholarship awards, and diplomas, certificates, or degrees awarded for completion of school work. (Op-All)
X 07 10.56	Nonschool Performance--The general nature of pupils' participation and accomplishments in employment and other significant activities performed outside the school, whether performed during school terms or during vacations. (Op-All)

07. EVALUATION AND CURRICULUM IMPROVEMENT (continued)

X 07 10.57 Postschool Performance--The general nature and, in some instances, quality of participation and accomplishments of former pupils (both graduates and dropouts) in employment and other activities after leaving school. (Op-All)

X 07 10.58 Mobility/Stability--The general extent and nature of pupil mobility and stability as indicated by computations such as the frequency with which pupils transfer into and out of the school system and its various schools, withdrawal rates according to type of withdrawal, and a distribution of high school seniors according to the number of years in their school system and school. (Op-All)

X 07 10.61 Pupil Needs--Identified general needs of the pupils of the school(s) which might provide a basis for educational planning. Among these are personal needs (e.g. for peer acceptance and for feelings of success) and needs for remediation of specific deficiencies, various types of guidance, appropriate socialization experiences, and assistance with language problems. Such needs might be extended to include consideration of needs for community recreational organizations and facilities, and greater selection in educational offerings. (Op-All)

X 07 10.62 Pupil Morale--The characteristic collective feelings and attitudes of the pupils which are indicative of, and conducive to, willing and dependable performance and steady self-control. (Op-All)

X 07 10.63 Pupil-staff Relationships--The nature of the typical relationships between pupils and staff members, e.g., friendly, antagonistic, and supportive. (Op-All)

X 07 10.69 Other Characteristics and Needs--Identified general characteristics and needs of pupils, other than those included under items X0710.51 to X0710.63, which provide, or might provide, a basis for educational planning. (Op-All) Any such characteristic or need should be specified.

X 07 10.70 Provisions for Curriculum Improvement--Activities having as their purpose the development or improvement of instruction in the programs of studies, cocurricular activities, and instructional services of the school system or school. Among such activities are identification of general aims and specific objectives of instruction; selection of appropriate content and learning experiences; identification of appropriate methods of instruction, means of evaluation, and

07. EVALUATION AND CURRICULUM IMPROVEMENT (continued

resources for instruction; experimentation including possible innovations in content, learning experiences, instructional methods, and resources; preparation of course guides and/or other resource materials; trial and adoption of such course guides; and provision for continuous, methodical study, evaluation, and improvement of the existing educational program. (Op-All) This includes the activities of any systemwide or schoolwide curricular advisory committee. (Op-All)

X 07 10.71 Faculty Participation in Planning--The nature of participation of the instructional staff in establishing goals and objectives for the school as a whole and in planning procedures and activities for achieving these goals and objectives. (Op-All)

X 07 10.72 Encouragement of Innovation--The manner in which school administrators and instructional supervisors encourage' curricular innovation by individual teachers and groups of teachers by stimulating carefully planned experimentation in the use of new or unusual content, media, and methods of instruction. In some instances such experimentation is referred to as "action research." (Op-All)

X 07 10.73 Evaluation--The manner in which aspects of the instructional program are appraised and evaluated to obtain information needed for sound decision making in curriculum planning and improvement. (Op-All)

X 07 10.80 Provisions for Improving Teaching--Activities such as supervision, workshops, conferences, school visits, committee projects, research projects, and staff meetings which are conducted during a given period of time to improve teaching. (Op-All) For more detailed description of some such activities, see item X3235 and X 3236.

X 07 10.90 Other Background Considerations--Factors other than those included under items X0710.11 to X0710.80 which are considered in the evaluation process because they are descriptive of the community, the neighborhood, the pupils, and other underlying determinants of the design of the curriculum. (Op-All) Any such factor or consideration should be specified.

X 07 20. Organization for Evaluation and/or Curriculum Improvement (1, 2, 4)

07. EVALUATION AND CURRICULUM IMPROVEMENT (continued)

The function and/or composition of groups organized for purposes of evaluation and/or curriculum improvement for the school system, a portion of the school system larger than a school, or a single school. (Op-All) The various people involved in any such group may be identified under item X0730.

X 07 20.10 Administrative Activity--A specified activity--e.g., policy formulation, test selection, interpretation of outcomes--which is the responsibility of the chief executive officer of the school system and his immediate assistants or advisors. (Op-All)

X 07 20.20 Advisory Committee--A group of persons--from inside or outside the education profession--chosen to advise the school system's chief executive officer or other professional staff member regarding selected aspects of the school system's programs, and having no final decision making powers. (Op-All)

X 07 20.30 Steering Committee--A group of persons generally representative of the various interests involved and responsible for the overall determination and, sometimes, for the implementation of policies in regard to an activity or project that is to be undertaken. (Op-All)

X 07 20.40 Production Committee--A group of peopole responsible for the development and production of specific materials such as curriculum guides, outlines, lists, and other resource materials. (Op-All)

X 07 20.50 Workshop--As used in this context, an activity sponsored by a school system or school in which teachers, supervisors, administrators and, sometimes, consultants seek to evaluate and improve an aspect of curriculum and instruction. (Op-All)

X 07 20.90 Other Organization--An arrangement, for one or more persons, other than those arrangements identified under items X0720.10 to X0720.50, established for purposes of evaluation and/or improvement of aspects of the curriculum and instruction of the school system or school. (Op-All) This might include classroom teachers working as individuals and combinations of classroom teachers cooperating in team teaching. Any such organization should be specified.

X 07 30. Persons or Groups Involved in Evaluation and/or Curriculum Improvement (1, 2, 4)

07. EVALUATION AND CURRICULUM IMPROVEMENT (continued)

Identification of the persons or groups taking part in the evaluation and/or improvement of an aspect of the instructional program of the entire school system, of a portion larger than a school, or a single school, e.g., individuals or groups representing the administrative or instructional staff, the State education agency, a regional accrediting association, and a consultant or consulting firm. (Op-All)

X 07 30.10 Board of Education--The elected or appointed body, which has been vested with responsibilities for authorizing, financing, and evaluating the educational activities in a given school system, school, or geographic area. (Op-All) These bodies sometimes are known by such terms as school boards, governing boards, boards of directors, school committees, and school trustees. (NOTE: This definition relates to the general term and encompasses the boards of public and nonpublic institutions and school systems, including State boards of education and the intermediate and local basic administrative units.)

X 07 30.20 Administrative Staff--Staff members generally performing activities having as their purpose the general regulation, direction, and control of the affairs of the school system that are systemwide and not confined to a narrow phase of school activity, including the chief executive officer and his immediate assistants and advisors. (Op-All)

X 07 30.31 Central Instructional Staff--Central staff members, below the level of administrative staff, generally performing activities dealing with curriculum improvement and with improving the quality of instruction. (Op-All) This includes supervisors, coordinators, and consultants serving the entire school system or a portion of the school system larger than a single school.

X 07 30.32 School Instructional Staff--School staff members generally performing activities dealing with the teaching of pupils or with improving the quality of teaching. (Op-All) This includes teachers, principals, department heads, school librarians, audiovisual personnel, guidance personnel, and psychological personnel generally serving a single school.

X 07 30.41 State Education Agency--Staff members of an organization established by State law to carry out specified educational responsibilities of the State. (Op-All)

X 07 30.42 Regional Accrediting Association--Representatives of an organization established to administer an accrediting procedure in a geographical area including several States but not the entire nation. (Op-All)

X 07 30.43 Teachers' Organization--Representatives of an organization of teachers that draws its membership from the local area, State, or Nation as a whole. (Op-All)

X 07 30.50 Consultants--One or more experts without administrative authority whose advice is sought in improving policies and procedures such as those related to aspects of curriculum and instruction or those related to the administration of the school system and/or individual schools. (Op-All) This includes individuals or teams from colleges, universities, and consultant firms. Depending on the nature of his activity, such a person frequently is referred to as a "curriculum consultant" or a "management consultant."

X 07 30.60 Parents--Persons having children in the schools of the school system. (Op-All)

X 07 30.70 Representatives of Community--Persons representing one or more aspects of community activity, e.g., business, labor, industry, religion, education, social service agencies, youth serving agencies, and other civic organizations. (Op-All)

X 07 30.80 Pupils--Individuals for whom instruction is provided in an educational program under the jurisdiction of the school system. (Op-All)

X 07 30.90 Other Persons or Groups--Persons, other than those identified under items X0730.10 to X0730.80, who take part in the evaluation process. (Op-All) Any such persons and groups should be specified.

X 07 40. Evaluation Procedures (1, 2, 3, 4)

Information about the frequency, media, and findings of diagnosis and evaluation of a given aspect of the instructional program of the entire school system, a portion of the school system larger than a school, or a single school.

X 07 41. Frequency of Diagnosis (1, 2)

The frequency with which an aspect of the instructional program is studied as a part of an evaluation procedure to determine status or performance, e.g., semiannually, biennially, or as required for some special purpose. (Op-All) This frequency should be specified.

X 07 42. Diagnostic Media (1, 2)

The medium or media utilized in gathering descriptive or quantitative data for use in evaluation, e.g., observation, standardized tests, survey instruments, and accreditation and/or approval criteria. (Op-All) These data may be used in determining, among other things, the extent to which predetermined objectives and purposes of the school system or school have been achieved, the extent to which given standards are met, and the comparison with previous performance or the performance of others.

X 07 42.10 Observation--Personal observation--informal and/or controlled--of conditions and activities. (Op-All)

X 07 42.20 Interview--A planned consultation or face-to-face meeting between an evaluator and one or more individuals associated with aspects of the school system or community. (Op-All)

X 07 42.30 Standardized Test--A test composed of a systematic sampling of behavior, having data on reliability and validity, administered and scored according to specific instructions, and capable of being interpreted in terms of adequate norms. (Op-All) Additional information derived from the testing program of the schools of the school system, included under item X3523, might be used for purposes of evaluation.

X 07 42.40 Teacher-made Objective Test--A test constructed by a member of the instructional staff which usually is based on a multiple-choice, matching, or completion-type questions, and which may or may not have local norms. (Op-All)

X 07 42.50 Survey Instrument--A questionnaire, rating scale, or other printed form used in gathering information about the schools, the pupils, the community, or related factors including community opinion polls and followup studies of pupils who graduate, drop out, and transfer to other school systems. (Op-All)

X 07 42.60 Cooperatively Developed Criteria--Standards or norms developed by personnel representative of the entire school system or school as bases for quantitative and qualitative judgments. (Op-All) The application of these criteria might involve the use of other media included under items X0742.10 to X0742.90.

X 07 42.70 Approval and/or Accreditation Criteria--Standards or norms selected by an approval agency or accrediting association as bases for quantitative and qualitative judgments. (Op-All) The application of these criteria might involve the use of other media included unter items X0742.10 to X0742.90.

X 07 42.90 Other Diagnostic Media--Media, other than those identified under items X0742.10 to X0742.70, utilized by persons or groups in gathering descriptive and/or quantitative data for use in diagnosis and evaluation, e.g., a case study approach or a research-type study. (Op-All) Any such medium should be specified.

X 07 43. Use of Diagnostic Findings (1, 2)

The manner in which findings resulting from the diagnostic procedures are utilized for purposes of evaluation, e.g., in comparison of current status or performance with (a) objectives, (b) standards or criteria, (c) previous status or performance and/or (d) current status or performance of one or more other comparable groups or units. (Op-All)

X 07 44. Interpretation of Outcomes (1, 2)

A statement of significant outcomes resulting from evaluation procedures, usually involving an amount of interpretation, including identified needs for strengthening or improving aspects of the instructional program. (Op-All)

X 07 50. Aspects of the Instructional Program Evaluated (1, 2, 3, 4)

An indication of aspects of the instructional program which are studied in any given evaluation activity. This includes aspects of the instructional program's background and of the content, resources, and processes of instruction.

X 07 51. Instructional Content (1, 2)

A selection of factors, descriptive of instructional content, which are considered in the evaluation process because they provide an indication of the appropriateness and adequacy of instructional offerings.

X 07 51.10 Scope of Instructional Content--The general range of instructional content provided pupils through self-contained classes, courses, and cocurricular activities. (Op-All) More specific information may be considered

	under items X0751.20, Subject-Matter Areas and Courses, and item X0751.30, Cocurricular Activities.
X 07 51.20	Subject-Matter Areas and Courses--The broad subject-matter areas and specific courses in which instruction is provided for pupils of the school system. (Op-All) Terminology and definitions appropriate for describing subject-matter areas and courses are included in chapters 4 and 5 of this handbook and in the 40000 Series of chapter 2.
X 07 51.30	Cocurricular Activities--The broad cocurricular activity areas and specific cocurricular activities provided for pupils of the school. (Op-All) Terminology and definitions appropriate for describing cocurricular activities are included in chapters 4 and 5 of this handbook and in the 40000 Series of chapter 2.
X 07 51.40	Articulation of Elements of the Instructional Program--The manner in which the classroom instruction, cocurricular activities, and services of the school system are interrelated and interdependent, the aim being to facilitate the continuous and efficient educational progress of pupils (e.g., from one grade to the next, from elementary to secondary school, and from secondary school to college), and/or to interrelate the school's instructional program with the program of out-of-school educational institutions (e.g., the home, church, Boy Scouts, and welfare agencies). (Op-All)
X 07 51.41	Articulation Between Successive Schools--(Op-All)
X 07 51.42	Articulation Between Successive Years or Grades--(Op-All)
X 07 51.43	Articulation with Nonschool Educational Institutions--(Op-All)
X 07 51.50	Other Relationships Among Elements of the Curriculum--The manner in which courses, cocurricular activities, and services of the school system or school are interrelated through planned procedures such as correlation, integration, differentiation, sequential study, and balance. (Op-All)
X 07 51.90	Other Aspects of Instructional Content--Factors, other than those included under item X0751.10 to X0751.50 which are considered in the evaluation process. (Op-All) Any such factor should be specified.

07. EVALUATION AND CURRICULUM IMPROVEMENT (continued)

X 07 52. Instructional Resources (1, 2)

A selection of factors, descriptive of instructional resources, which are considered in the evaluation process.

X 07 52.10 Instructional Staff--Identified general characteristics of the instructional staff--and of the conditions under which it works--which are useful for purposes of administration and evaluation. (Rec-All) Among such characteristics are preparation, experience, certification status, assignments, and teaching load or pupil load.

X 07 52.11 Preparation--The distribution of teachers (and other members of the instructional staff) according to aspects of their professional preparation such as the number of college credits in various general academic areas and in courses of professional educational preparation. (Op-All)

X 07 52.12 Experience--The distribution of teachers (and other members of the instructional staff) according to aspects of their work experience such as the nature and duration of experience in the current school, in the school system, in education outside the school system, and outside the field of education. (Op-All)

X 07 52.13 Certification Status--The distribution of teachers (and other members of the instructional staff) according to aspects of their certification status, including an indication as to the extent to which they are working in the area for which they have been certificated. (Op-All)

X 07 52.14 Minimum Qualifications for Employment--The minimum requirements for employment in each type of instructional assignment, considering factors such as education (or other preparation) and experience. (Op-All)

X 07 52.15 Nature of Assignments--The various types of instructional staff assignments within the school or school system and the number of positions for each assignment. (Op-All) The appropriateness of the various types of assignments may be considered in light of program objectives.

07. EVALUATION AND CURRICULUM IMPROVEMENT (continued)

X 07 52.16	Numerical Adequacy of Staffing--The numerical adequacy of staffing for each type of instructional staff assignment. (Op-All) This adequacy frequently may be expressed as "teaching load" or "pupil load" in terms of activities such as (a) direct pupil supervision, (b) responsibility for parent and/or pupil counseling, and (c) responsibility for preparation of materials and reports for counseling.
X 07 52.17	Performance in Assignments--The general effectiveness with which staff members perform their functions. (Op-All)
X 07 52.18	Staff Morale--The characteristic feelings and attitudes of members of the instructional staff as related to their duties, responsibilities, goals, supervisors, and fellow staff members. (Op-All)
X 07 52.19	Other Characteristics of Staff--General characteristics of the instructional staff, other than those identified under items X0752.11 to X0752.18, which are considered in the evaluation process. (Op-All) Any such general characteristic should be specified.
X 07 52.20	Services Supporting Instruction--The broad areas of services supporting instruction which are considered in the evaluation processes, e.g., resource services for pupils, pupil personnel services, services for the instructional staff, and ancillary services. (Rec-All) Among factors to be considered concerning each of these broad service areas are appropriateness, accessibility, adequacy, frequency of use, and effectiveness of management.
X 07 52.21	Resource Services for Pupils--Services such as school library services and audiovisual services which make instructional resources available directly to pupils. (Op-All) A more detailed description of aspects of resource services for pupils is included under item X3210.
X 07 52.22	Pupil Personnel Services--Services such as guidance services, health services, school psychological services, audiology services, speech pathology services, attendance services, and school social work services which are concerned with the total welfare of pupils. (Op-All) A more detailed description of aspects of pupil personnel services is included under item X3220.

07. EVALUATION AND CURRICULUM IMPROVEMENT (continued)

X 07 52.23	Services for Instructional Staff--Services such as library services, audiovisual services, instructional supervision services, and provisions for in-service education which provide materials, guidance, and other assistance to teachers and other members of the instructional staff. (Op-All) A more detailed description of aspects of services for the instructional staff is included under item X3230.
X 07 52.24	Ancillary Services--Services such as food services and pupil transportation services which provide indirect support for the instructional program of the school system. (Op-All) A more detailed description of aspects of the ancillary services is included under item X3270.
X 07 52.29	Other Services--Services, other than those included under items X0752.21 to X0752.24, which support instruction and are considered in the evaluation process, e.g., community services, research services, and information services. (Op-All) Any such service should be specified.
X 07 52.30	Administration--The leadership and management activities related to instruction, curriculum improvement, and instructional services for the school system or school. (Rec-All)
X 07 52.31	Numerical Adequacy of Administrative Staff--The numerical adequacy of staffing for the administrative assignments of the school system or school. (Op-All)
X 07 52.32	Scheduling of Pupils and Staff into Classes and Services--The appropriateness and flexibility of schedules developed for pupils and staff members in classes and services. (Op-All)
X 07 52.33	Organization for Administration--The manner in which the administrators, other staff members, and resources are organized for the administration of the school system or school, or of a service provided by the system or school. (Op-All)
X 07 52.34	Effectiveness of Administration (Op-All)
X 07 52.39	Other Administrative Factors--Administrative factors other than those included under items X0752.31 to

X0752.34 which are considered in the evaluation process. (Op-All) Any such factor should be specified.

X 07 52.40 Facilities--The appropriateness, quantities, adequacy accessibility, and frequency of use of the various types of facilities, including built-in equipment. (Op-All) Descriptions of the various types of facilities are included in Handbook III[8]/ and under item X3500.

X 07 52.50 Movable Equipment--The appropriateness, quantities, adequacy, accessibility, and frequency of use of the various types of portable equipment, including library books. (Op-All) Descriptions of the various types of movable equipment are included under item X3600.

X 07 52.60 Supplies--The appropriateness, quantities, adequacy, accessibility, and frequency of use of the various types of supplies, including textbooks and films. (Op-All) Descriptions of the various types of supplies are included under item X3600.

X 07 52.65 Provisions for Textbooks for Pupils--The appropriateness of provisions for textbooks for pupils, and the condition, quantities, and appropriateness of the textbooks themselves. (Op-All) Descriptions of several plans for providing textbooks are included under item X3213.

X 07 52.71 Finances--The sources of funds, extent of financial resources, amount and proportion of budget appropriations made for the instructional program (curriculum and instruction) as a whole and for various aspects of the instructional program, and the actual expenditures for the various budget items. (Op-All)

X 07 52.75 Salaries and Salary Schedule--The appropriateness and adequacy of the salary schedule for classroom teachers and for other categories of the instructional staff, and the distribution of each type of instructional personnel according to selected salary categories. (Op-All)

8/ Paul L. Reason and George G. Tankard, Jr., op. cit.

07. EVALUATION AND CURRICULUM IMPROVEMENT (continued)

X 07 52.80 Community Resources--The facilities, agencies, businesses, and persons outside the schools in the community that may be used, or are used by the schools for their educative values, e.g., theaters, parks, playgrounds, libraries, art galleries, museums, zoos, planetariums, botanic gardens, universities, churches, Boy Scouts, service clubs, social-service agencies, industries, and individuals, including representatives of various occupational groups, cultural groups, and civic organization. (Op-All)

X 07 52.90 Other Instructional Resources--An instructional resource, other than those included under item X0752.10 to X0752.80, which is considered in the evaluation process. (Op-All) Any such resource should be specified.

X 07 53. Instructional Processes (1,2)

A selection of factors, descriptive of instructional processes, which are considered in the evaluation process because they may be indicative of the appropriateness and adequacy of instruction.

X 07 53.10 Medium of Instruction--Any medium by which or through which the teacher communicates with his pupils, such as direct pupil-teacher interaction, television, radio, correspondence, and a self-teaching device or other independent study. (Op-All) For a more detailed description of various media of instruction, see item X4200, Principal Medium of Instruction.

X 07 53.20 Methods of Instruction--The types of procedures utilized by the teacher and/or pupil in instruction, e.g., demonstration, discussion, experimentation, lecture, practice, problem solving, and seminar. (Op-All) For a more detailed description of various methods of instruction ee item X4300, Principal Methods of Instruction, and item X4400, Other Procedures for Instruction.

X 07 53.21 Grouping Practices in Scheduling Classes--The manner in which pupils of the school are grouped for purposes or scheduling into classes, e.g., grouping according to factors such as age, sex, ability, achievement, and program of studies. (Op-All)

X 07 53.90 Other Aspects of Instructional Processes--Factors, other than those included under items X0753.10 and X0753.20, which are considered in the evaluation process. (Op-All) Any such factor should be specified.

07. EVALUATION AND CURRICULUM IMPROVEMENT (continued)

X 07 54. Factors Evaluated in Programs of Studies and in Self-contained Classes, Courses, and Cocurricular Activities. (2,3,4)

Items under this heading may be used to indicate factors related to a program of studies, self-contained class, course, or cocurricular activity which are evaluated for the school system or school. For example, an appropriate selection from the following items may help describe evaluation considerations for a school's science department, occupational program, social studies course, and marching band.

X 07 54.10 Characteristics of Staff--Characteristics of individual teachers, groups of teachers, and other members of the instructional staff, such as the number of teachers involved, their qualifications, and their class loads. (Op-All)

X 07 54.20 Instructional Content--Aspects of instructional content, such as appropriateness for the pupils; articulation with other programs, courses, and activities; and articulation with out-of-school and/or post-school experiences of the pupils. (Op-All)

X 07 54.30 Resource Utilization--The utilization of instructional resources, including the appropriateness, adequacy, and frequency of use of facilities, equipment, supplies, instructional services, and community resources. (Op-All)

X 07 54.40 Instructional Processes--Aspects of instructional processes such as the nature, appropriateness, and variety of the media of instruction, methods of instruction, and teaching procedures. (Op-All) This includes planning considerations, evaluation procedures, and pupil participation in selecting, planning, conducting, and evaluating content and learning experiences.

X 07 54.90 Other Factors--Factors other than those identified under items X0754.10 to X0754.40 which are evaluated for a program of studies, self-contained class, course, or cocurricular activity. (Op-All) Any such factor should be specified.

X 07 55. Factors Evaluated in Instructional Services (1,2)

Items under this heading may be used to indicate factors related primarily to a service which is evaluated for a school system or school. For example, an appropriate selection from the following items may help describe evaluation considerations for health services, instructional materials services for pupils, and guidance services.

07. EVALUATION AND CURRICULUM IMPROVEMENT (continued)

X 07 55.10 Characteristics of the Staff--Characteristics of individual staff members and groups, such as number of staff members involved, their qualifications, their assignments, and their work loads. (Op-All)

X 07 55.20 Nature of Service Provided--The type of service provided; its appropriateness, availability and adequacy; and its articulation with other aspects of the instructional program and with out-of-school and/or post-school experiences of the pupils. (Op-All)

X 07 55.30 Resource Utilization--The utilization of resources, including the appropriateness, adequacy, and frequency of use of facilities, equipment, supplies, community resources and related instructional services. (Op-All)

X 07 55.90 Other Factors--Factors other than those identified under items X0755.10 to X0755.30 which are evaluated for an instructional service provided by the school system or school. (Op-All) These factors should be specified.

X 07 60. Curriculum Improvement Activity (1, 2, 3)

The nature of responsibilities and activities of individuals and groups in the improvement of curriculum and instruction, e.g., planning, inservice education, supervision, and developing guides and other reproduced materials. (Op-All)

X 07 60.10 Planning for Curriculum Improvement--Making plans for improving the curriculum, including the selection of major projects for study and development. (Op-All)

X 07 60.20 Development of Guide in Subject-Matter Areas--The development or refinement of materials concerned primarily with one or more subject-matter areas (Op-All) Additional detail is included under item X0770.

X 07 60.30 Development of Other Reproduced Materials--The development or refinement of materials concerned primarily with content which is not subject-matter oriented, e.g., a policy statement, or a discussion of behavioral characteristics of children. (Op-All)

X 07 60.40 Inservice Education and Supervision--(Op-All) Descriptions of aspects of inservice education and supervision are included under items X3535 and X3536.

07. EVALUATION AND CURRICULUM IMPROVEMENT (continued)

X 07 60.90 Other Activity--A curriculum improvement activity other than those included under items X0760.10 to X0760.40. (Op-All) Any such activity should be specified.

X 07 70. Scope of Curriculum Improvement Activity (1, 2)

The span of levels, grades, and years included in the curriculum improvement activity and the scope of the substantive content. (Op-All)

X 07 71. Span of Levels, Grades, and Years (1, 2)

Complete levels (e.g., elementary school or secondary school), segments of levels (e.g., primary level or junior high school), specific grades, and specific years included in the curriculum improvement activity. (Op-All)

X 07 71.10 All Levels, Grades, and Years--All the levels, grades, and years which are included in the school system or school, not including any instruction in an adult education program. (Op-All)

X 07 71.20 Single School Level--A complete single school level, i.e., elementary school, middle school, secondary school, or junior college. (Op-All) This school level should be specified.

X 07 71.30 Major Segment of School Level--A major segment of a school level, e.g., kindergarten, primary grades, intermediate elementary grades, upper elementary grades, and junior high school. (Op-All) Any such segment should be specified.

X 07 71.40 Single Grade or Year, One Regular School Term--A single grade or year encompassing an entire regular school term. (Op-All) The grade or year should be specified. For illustration, the recommended subject matter of a single area (e.g., chemistry) for a single grade (e.g., grade 10) might comprise a guide for the instruction of a given course.

X 07 71.50 Single Grade or Year, Other Single Term--A portion of a single grade or year encompassing an entire term other than a regular school term, e.g., a semester, a quarter, or a trimester. (Op-All) The grade or year and the term should be specified.

07. EVALUATION AND CURRICULUM IMPROVEMENT (continued)

X 07 71.60 Segment of Term--A portion of a regular school term, semester, quarter, trimester, or other term. (Op-All) For illustration, the recommended subject matter of a single area (e.g., chemistry) for a portion of a regular school term (e.g., 4 weeks) might comprise a guide for instruction of a given unit of work.

X 07 71.70 Level or Years Preceding Those of School System--(Op-All)

X 07 71.80 Level or Years Following Those of School System--(Op-All)

X 07 72. Scope of Content (1, 2)

The subject-matter area or areas, or other content with which the curriculum improvement activity is concerned. (Op-All) Descriptions of the various subject-matter areas are included in chapters 4 and 5; descriptions of curriculum improvement activities are included under item X0760.

X 07 72.10 All Subject-Matter Areas--All the subject-matter areas generally included in the grades or years covered by the curriculum improvement activity. (Op-All)

X 07 72.20 One or a Few Subject-Matter Areas--(Op-All) The area or areas should be specified.

X 07 72.30 Content Which is Not Subject-Matter Oriented--E.g., information about behavioral growth and development, or about mental health. (Op-All) Any such content may be specified.

X 07 79. Other Aspect of Scope--An aspect of scope other than those aspects included under items X0771 and X0772. (Op-All) Any such aspect should be specified.

X 07 80. Content of Reproduced Materials (1, 2)

The content of reproduced materials developed through curriculum improvement activities, e.g., statements of philosophy, policy, need, and/or aims and objectives; an outline of subject matter; lists, or descriptions of learning experiences, teaching procedures, resources for instructors, and/or resources for pupils; and/or evaluation procedures. (Op-All)

X 07 80.01 Statement of Philosophy--(Op-All)

07. EVALUATION AND CURRICULUM IMPROVEMENT (continued)

X 07 80.02 Statement of Policy--(Op-All)

X 07 80.03 Statement of Need--(Op-All)

X 07 80.04 Statement of Aims and Objectives--A statement including, for example, types of experiences to be provided, subject matter to be covered, and desired behavioral outcomes for pupils (e.g., knowledge, understandings, appreciations, attitudes, skills, and habits). (Op-All)

X 07 80.05 Outline of Subject Matter (Op-All)

X 07 80.06 Outline or List of Learning Experiences--(Op-All)

X 07 80.07 Outline or List of Teaching Procedures--(Op-All)

X 07 80.08 List of Resources for Instructors--(Op-All)

X 07 80.09 List of Resources for Pupils--(Op-All)

X 07 80.11 Evaluation Procedures--(Op-All)

X 07 80.99 Other Content--(Op-All) (Specify.)

X 07 90. Other Aspects of Evaluation and Curriculum Improvement (1, 2)

Aspects of evaluation and curriculum improvement other than those included under items X0710 to X0780. (Op-All) Any such aspect should be specified.

EVALUATING AND REPORTING PUPIL PROGRESS (2, 3, 4, 5)
X 08 00 Series

Items of information under this heading may be used to describe aspects of the marking system and the manner in which pupil progress is reported to parents, guardians, and pupils, e.g., the awarding of credit, marking scale, unit of value, number of reporting periods, and method of reporting.

X 08 10. Credit or Noncredit (4)

An indication as to whether credit is or is not awarded to pupils for the successful completion of the work of a given course.

08. EVALUATING AND REPORTING PUPIL PROGRESS (continued)

X 08 10.10 Credit Awarded--Credit is awarded to all or some of the pupils for the successful completion of the work of the course. An indication may be made, as appropriate, for the number of units of value, the terminology used, and the type of weighting, if any, for units of value of the course. In a junior college, an indication may be made to show whether credit is awarded for completion of a junior college program, for transfer, or for both. (Op-Sec, C) For a description of units of value, see item X0840.

X 08 10.20 Credit Not Awarded--Credit is not awarded for the successful completion of the work of the course. (Op-Sec, C)

X 08 20. Marking Scale (2, 3, 4)

The letters, numbers, words, percentages, or other symbols providing a measurement of pupil performance (achievement), proficiency, effort, or citizenship.

X 08 20.10 Letters--E.g., A, B, C, D, F. (Op-All) If these letters are associated with standard words or phrases or with percentages, the relationships should be specified. Specify also if "pluses" (+) and/or "minuses" (-) are used with the letter marks.

X 08 20.20 Numbers--E.g., 4, 3, 2, 1, 0. (Op-All) If these numbers are associated with standard words or phrases or with percentages, the relationships should be specified.

X 08 20.30 Two-word Scale--E.g., pass or fail; satisfactory or unsatisfactory. (Op-All)

X 08 20.40 Standard Words or Phrases--E.g., excellent, above average, average, below average, failing, incomplete, needs improvement in ..., according to predetermined wording and sequence. (Op-All)

X 08 20.50 Percentages--E.g., 95%, 87%, 70%. (Op-All)

X 08 20.60 Descriptive Comments--Phrases, sentences, and paragraphs, not according to predetermined wording and sequence. (Op-All)

X 08 20.90 Other Scale--A scale, other than those identified under items X0820.10 to X0820.60, which is used to provide a measurement of pupil achievement or proficiency. (Op-All) Any such scale should be described or specified.

08. EVALUATING AND REPORTING PUPIL PROGRESS (continued)

X 08 30. Mark Value for Courses (2, 3, 4, 5)

The scale of numerical equivalents for marks awarded, indicating performance in schoolwork and used in determining pupil mark-point averages, e.g., A=4, B=3, C=2, D=1. The specific numerical equivalents in records by pupils may be referred to as "mark points." The numerical equivalents should be specified wherever appropriate.

X 08 30.10 Mark Value Does Not Vary--(Op-Sec)

X 08 30.20 Mark Value Varies Among Programs of Studies--(Op-Sec)

X 08 30.30 Mark Value Varies Among Courses--(Op-Sec)

X 08 30.40 Mark Value Varies Among Sections of Courses--E.g., according to level of difficulty. (Op-Sec)

X 08 40. Unit of Value (2, 3, 4)

Items under this heading may be used to describe units of value awarded for the successful completion of certain courses, intended to indicate the quantity of course instruction in relation to the total requirements for a diploma certificate, or degree. Included here are terminology used for units of value, and time requirements for the units such as class periods and minutes per week and the number of weeks.

X 08 41. Terminology Used for Unit of Value (2, 3, 4)

The terminology used in referring to units of value awarded for the successful completion of certain courses, e.g., unit, credit, semester credit hour, and quarter credit hour.

X 08 41.10 Unit--A term frequently used in referring to a given number of hours of classroom and laboratory work during each week of a school term or to the total number of hours for an entire term. One type of unit, referred to as a "Carnegie unit," represents a year's study in a given subject (of at least 120 sixty-minute hours or their equivalent). (Op-Sec)

X 08 41.20 Credit--A term having a similar meaning as "unit", defined in item X0841.10, sometimes used along with the term "unit" to represent a fraction or multiple of the "unit" value. (Op-Sec)

08. EVALUATING AND REPORTING PUPIL PROGRESS (continued)

X 08 41.30 Semester Credit Hour--A term, frequently used in higher education, indicating for a course the number of hours (or equivalency) of instruction per week for a school term of one semester. (Op-Sec, C, A)

X 08 41.40 Quarter Credit Hour--A term, frequently used in higher education, indicating for a course the number of hours (or equivalency) of instruction per week for a school term of one quarter. (Op-Sec, C, A)

X 08 41.50 Accomplishment Unit--A measure of performance indicating the satisfactory completion of a predetermined task or unit of work. (Op-Sec, C)

X 08 41.90 Other Term--A term, other than those identified under items X0841.10 to X0841.50, used in referring to units of value awarded for the successful completion of certain courses. (Op-Sec, C, A) Any such term should be specified.

X 08 42. Class Periods or Modules Per Week (2, 3, 4, 5)

The number of uniform class periods or modules per week, including time in laboratory experience, generally required for awarding one unit of value for the successful completion of a course, e.g., 1 class period, 5 class periods, and 9 or 10 modules. (Rec-Sec, C; Op-A)

X 08 42.01	1 Class Period
X 08 42.02	2 or 3 Class Periods
X 08 42.03	4 Class Periods
X 08 42.04	5 Class Periods
X 08 42.05	6 or 7 Class Periods
X 08 42.06	8 or 9 Class Periods
X 08 42.07	10 to 13 Class Periods
X 08 42.08	14 to 16 Class Periods
X 08 42.09	17 Class Periods and Over--(Specify)
X 08 42.11	8 or Fewer Modules
X 08 42.12	9 or 10 Modules
X 08 42.13	11 or 12 Modules
X 08 42.14	13 to 15 Modules
X 08 42.15	16 Modules
X 08 42.16	17 to 20 Modules
X 08 42.17	21 to 24 Modules
X 08 42.18	25 to 29 Modules
X 08 42.19	30 or More Modules--(Specify)

X 08 43. Minutes Per Week (2, 3, 4)

The number of minutes of instruction per week, including time in laboratory experiences and excluding time for passing between classes, generally required for awarding one unit of value for the successful completion of a course. (Rec-Sec, C; Op-A) (NOTE: For a more precise indication of minutes of instruction per week, reports may indicate the first 2 digits of 3 digit numbers representing 10-minute time intervals, e.g., "18" for "180" minutes, "22" for "225 minutes.")

X 08 43.01 Less than 60 Minutes--(Specify.)
X 08 43.02 60 to 119 Minutes
X 08 43.03 120 to 179 Minutes
X 08 43.04 180 to 239 Minutes
X 08 43.05 240 to 299 Minutes
X 08 43.06 300 to 359 Minutes
X 08 43.07 360 to 479 Minutes
X 08 43.08 480 to 599 Minutes
X 08 43.09 600 Minutes and More--(Specify.)

X 08 44 Portion of Regular School Term (2, 3)

The portion of the regular school term, or its equivalent, during which the given number of class periods or minutes per week (indicated in items X0842 or X0843) generally are required for awarding one unit of value for the successful completion of a course, e.g., one regular school term, one half of a regular school term, and one third of a regular school term.

X 08 44.10 One Regular School Term--The school term which usually begins in the late summer or fall and ends in the spring. (Rec-Sec, C; Op-A)

X 08 44.20 One-half Regular School Term--One half of a regular school term, frequently referred to as a "semester." (Rec-Sec, C; Op-A)

X 08 44.30 One-third Regular School Term--One third of a regular school term, frequently referred to as a "quarter." (Rec-Sec, C; Op-A)

X 08 44.90 Other Portion of Regular School Term--A portion of the school term other than those identified under items X0844.10 to X0844.30. (Rec-Sec, C; Op-A) Any such portion should be specified.

X 08 45. Variations in Units of Value (2, 3, 4)

X 08 45.10 Units of Value Do Not Vary--(Op-Sec)

08. EVALUATING AND REPORTING PUPIL PROGRESS (continued)

X 08 45.20 Units of Value Vary Among Programs of Studies--(Op-Sec) Variations in time factors may be specified with designations from item X0600.

X 08 45.30 Units of Value Vary Among Courses--(Op-Sec) Variations in time factors may be specified with designations from item X0600.

X 08 50. Number of Reporting Periods (2)

The number of periods in a school term for which members of the school staff report to parents routinely about pupil progress and performance. If required for some purpose, the number of days in each marking period may be specified.

X 08 50.10 For Regular School Term--The number of reporting periods during the regular school term. (Op. Elem, Sec)

X 08 50.11 1 Period
X 08 50.12 2 Periods
X 08 50.13 3 Periods
X 08 50.14 4 Periods
X 08 50.15 5 Periods
X 08 50.16 6 Periods
X 08 50.18 8 Periods
X 08 50.17 Other Number of Periods--(Specify.)
X 08 50.19 As Required

X 08 50.20 For Summer School Term--The number of reporting periods during the summer school term. (Op-Elem, Sec) For designations, see item X0850.10.

X 08 60. Means of Reporting (2, 3, 4, 5)

The means by which routine information about pupil achievement or progress is communicated to parents, e.g. by use of a report card, letter or note, or personal conference.

X 08 60.10 Report Card--The formal, written notification to parents and/or guardians reporting achievement or progress of a pupil in various aspects of the school's instructional program. (Op-Elem, Sec)

X 08 60.20 Letter or Note--An informal written letter or note used by members of the school staff to report routine information about pupil achievement or progress. (Op-Elem, Sec)

X 08 60.30 Parent Conference--A meeting in which a school staff member and parents together discuss and evaluate the achievement and progress of the pupil and the suitability of the instructional program to the needs of the pupil. This may take place at the school or in the home. In some instances, the pupil and/or additional staff members may take part in the conference. (Op-Elem, Sec)

X 08 60.90 Other Means of Reporting--Means, other than those identified under items X0860.10 to X0860.30, by which routine information about pupil achievement or progress is communicated to parents, e.g., a telephone call for informal contact. (Op-Elem, Sec) Any such means should be specified.

X 08 70. Mark Point Average (2, 3)

A measure of average performance in all courses taken by a pupil during a marking period, school term, or year--or accumulated for several school terms or years--obtained by dividing total mark points by total courses or by hours of instruction per week. Included under this heading is information about the frequency and scope of mark point averages.

X 08 71. Frequency of Computation--(Op-Sec) (2)

X 08 71.10 Once in Regular School Term
X 08 71.20 One in Subdivision of Regular School Term--E.g., semester, quarter.
X 08 71.30 Every Marking Period
X 08 71.40 Other Frequency
X 08 71.90 Mark Point Average Not Computed

X 08 72. Courses Included in Mark Point Average (2, 3)

X 08 72.10 Every Course--(Op-Sec)

X 08 72.20 Not Every Course--Performance in certain courses is not included in mark point averages. (Op-Sec) These courses may be specified.

X 08 80. Honor Roll (2)

A list of names published each marking period, term, or year indicating pupils who have achieved a set standard of performance in their schoolwork.

X 08 81. Frequency of Honor Roll--(Op-Sec)

X 08 81.10 Once in Regular School Tem
X 08 81.20 Once in Subdivision of Regular School Term--E.g., semester, quarter
X 08 81.30 Every Marking Period
X 08 81.40 Once Every Marking Period and Semester or Quarter

08. EVALUATING AND REPORTING PUPIL PROGRESS (continued)

X 08 81.80 Other Frequency
X 08 81.90 Honor Roll Not Prepared

PUPILS SERVED (2, 3, 4, 5)
X 09 00 Series

Items of information under this heading may be used to describe the number of pupils served and selected characteristics of pupil groups, e.g., sex, race, ethnic origin, religion, socio-economic background, and handicaps. Many of these items have been drawn from Handbook V, Pupil Accounting for Local and State School Systems.9/

X 09 10. Number of Pupils Served (2, 3, 4, 5)

X 09 11. Fall Membership of School (2)

The number of full-time pupils in membership on or about October 1, or the nearest date thereto when the membership can be considered stabilized for the regular school term. (Rec-All)

X 09 12. Full-time Pupils (2, 3)

The number of pupils carrying a full course load, as determined by the State or local school system, as of a given date other than in the fall as included under item X0911. (Op-C, A)

X 09 13. Part-time Pupils (2, 3)

The number of pupils carrying less than a full course load as determined by the State or the local school system. (Op-C, A)

X 09 14. Full-time Equivalency of Pupils (2, 3)

The number of pupils carrying a full course load, as determined by the State or local school system, plus an appropriate fraction or decimal for each pupil carrying less than a full load. (Op-C, A)

9/ John F. Putnam and George G. Tankard, Jr., op. cit.

09. PUPILS SERVED (continued)

X 09 15. Number of Pupils in Self-contained Class, Course, or Section (4, 5)

The number of pupils enrolled as of a given date, e.g., October 1 or the nearest date thereto when the membership can be considered stabilized for the school term. (Op-All)

X 09 20. Basis for Selection or Grouping (2, 3, 4, 5)

The nature of distinctive pupil groups served by a self-contained class, course, or cocurricular activity, i.e., an unselected grouping of pupils, and pupils in a selected grouping such as the gifted and talented, the physically handicapped, and males only or females only.

X 09 20.10 Unselected Grouping--A grouping composed of the normal range of pupils in most of the schools, courses, or classes serving a given age group. (Rec-All)

X 09 20.20 Selected Grouping--A grouping composed only of pupils having one or more specified characteristics such as the gifted and talented (see item X0950.20), slow learners (see item X0950.30), the mentally retarded (see item X0950.40), the physically handicapped (see item X0950.50), the socially and/or emotionally handicapped (see item X0950.60), the culturally handicapped (see item X0950.70), and males only or females only (see item X0930). (Rec-All) These characteristics should be specified.

X 09 30. Sex of Pupils (2, 3)

X 09 30.10 Both Males and Females

X 09 30.11 Coeducational--A student body including boys and girls (or men and women) on the same campus, frequently in the same classes. (Rec-All)

X 09 30.12 Coordinate--A student body including boys and girls (or men and women), but they attend separate classes, frequently in different buildings and/or on separate campuses. (Rec-All)

X 09 30.20 Males Only--(Rec-All)
X 09 30.30
X 09 30.30 Females Only--(Rec-All)

X 09 40. Pupil Background (2)

Included under this heading are items of information descriptive of the pupils backgrounds, e.g., race, ethnic origin,

09. PUPILS SERVED (continued)

religion ability to speak English, and socio-economic background. Other considerations are included under item X0710.30. Characteristics of the School Community, and items X0710.50 to X0170.09, Characteristics and Needs of Pupils.

X 09 41. Race (2)

The racial origin of various pupil groups, according to State or local classification and definition, e.g., American Indian, Eskimo, and Negro. (Op-All)

X 09 42. Ethnic Origin (2)

The ethnic origin of various pupil groups, according to State or local classification and definition, e.g., Mexican-American, Japanese-American, and Puerto Rican-American (Op-Elem, Sec)

X 09 43. Religion (2)

The religious preference of various pupil groups, as indicated by the pupils or their familiies. (Op-All)

X 09 44. Non-English Speaking (2)

An identification of various groups of pupils who do not speak English or who do not hear English spoken in their residence, according to the language spoken in their residence. (Op-Elem, Sec)

X 09 45. Socioeconomic Background (2)

The socioeconomic background of the student body, as indicated by factors such as the occupation and education of the parents of the pupils. (Op-Elem, Sec)

X 09 49. Other Background Factors (2)

Factors descriptive of pupils' backgrounds other than those included under items X0941 to X0945. (Op-All) Any such factor should be specified.

X 09 50. Characteristics of Pupil Group (2, 3, 4, 5)

The nature of distinctive characteristics identifying the pupil group or groups served.

09. PUPILS SERVED (continued)

X 09 50.10 Normal Range of Pupils--Pupils within the normal range of ability and performance; that is, the general type of pupils in most of the schools, courses, or classes serving pupils of a given age group. (Rec-All)

X 09 50.20 Gifted and Talented--Pupils identified by professionally qualified personnel as being mentally gifted[10] or talented[11] in areas such as the following: (Rec-All)

X 09 50.21 In general academic work--(Op-All)
X 09 50.22 In music--(Op-All)
X 09 50.23 In dance--(Op-All)
X 09 50.24 In arts of design--(Op-All)
X 09 50.25 In dramatics--(Op-All)
X 09 50.26 In mathematics--(Op-All)
X 09 50.27 In science--(Op-All)
X 09 50.28 In industrial arts and/or applied science--Including occupational areas of a technical, business, or other special type. (Op-All)
X 09 50.29 In other areas--Including, for example, reading, athletics, special studies, human relationships, and creativity in areas not identified above. (Op-All)

X 09 50.30 Slow Learners--Pupils who display evidence of having difficulty in adjusting to the usual curriculum in academic areas, requiring some minor modification of school offerings within the regular classroom in order to attain maximum growth and development; in terms of intelligence quotient (IQ), those individuals whose IQ falls within the general range of 75 or 80 to about 90. (Rec-All)

X 09 50.40 Mentally Retarded--Pupils identified by professionally qualified personnel as being mentally retarded, according to degree of retardation. This includes those individuals whose level of mental development is such that they have been identified (by professionally qualified personnel) as unable, without special help, to profit from the usual school program. In practice, mental retardation has come to mean an intelligence quotient (IQ) below about 75 or 80 on validly administered standard individual intelligence tests. Children in this category are classified educationally as educable mentally retarded, trainable mentally retarded, and custodial mentally retarded.

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[10] As the term is used in this handbook, the "mentally gifted" include individuals whose level of mental development is so far advanced that they have been identified by professionally qualified personnel as needing additional educational opportunities beyond what is provided by the usual school program if they are to be educated to the level of their ability.

[11] As the term is used in this handbook, the "talented" include individuals identified by professionally qualified personnel as being capable of high performance in one or more areas of special competence. Among these areas of special competence are intellectual ability; creativity; leadership ability and social adeptness; and facility in the productive and performing arts.

X 09 50.41 Educable Mentally Retarded--Mentally retarded individuals who are educable in the academic, social, and occupational areas, even though moderate supervision may be necessary. (Rec-Elem, Sec) IQ's of these individuals range from about 50 to 75 or 80.

X 09 50.42 Trainable Mentally Retarded--Mentally retarded individuals for whom little or no self-support is anticipated, although some improvement in performance is possible, especially in self-care, social and emotional adjustment, and economic usefulness in the home or a sheltered environment. (Rec-Elem, Sec) These individuals probably will require a sheltered environment and major supervision throughout their lives. Their IQ's generally range below about 50 or 60.

X 09 50.43 Custodial Mentally Retarded--Mentally retarded individuals for whom neither self-support nor significant improvement in performance is anticipated. (Rec-Elem, Sec) These individuals are severely retarded and have IQ's below 40 in most cases.

X 09 50.50 Physically Handicapped--Pupils identified by professionally qualified personnel as having one or more physical handicaps, e.g., the blind, the hard of hearing, the speech impaired, and the crippled.

X 09 50.51 Blind--(Rec-All)
X 09 50.52 Partially Seeing--(Rec-All)
X 09 50.53 Deaf--(Rec-All)
X 09 50.54 Hard of Hearing--(Rec-All)
X 09 50.55 Speech Impaired--Individuals having unusual difficulty in oral communication. (Rec-All)

X 09 50.56 Crippled--Individuals with a physical impairment of a type which might restrict normal opportunity for education or self-support. (Rec-All This term is

09. PUPILS SERVED (continued)

generally considered to include individuals having impairments caused by a congenital anomaly (e.g., cleft palate, clubfoot, absence of some member, etc.), impairments caused by disease (e.g. poliomyelitis, bone tuberculosis, encephalitis and other neurological involvements which may result in conditions such as cerebral palsy or epilepsy, etc.), and impairments caused by accident (e.g., fractures or burns which cause contractures, etc.).

X 09 50.57 Pupils with Special Physical Health Problems--Pupils identified by professionally qualified personnel as having less than the usual amount of strength, energy, and endurance and hence may need appropriate modifications in their educational program. (Rec-All) Such a condition might result from chronic illness, emotional disturbance, or environmental causes, e.g., diabetes, cardiac disease, grief reaction, and lead poisoning.

X 09 50.60 Socially and/or Emotionally Handicapped--Pupils identified by professionally qualified personnel as having a social and/or emotional handicap, e.g., emotionally disturbed and delinquency prone. Pupils having a cultural handicap are included under item X0950.70, Culturally Handicapped.

X 09 50.61 Emotionally Disturbed--Pupils identified by professionally qualified personnel as having an emotional handicap of such a nature and severity as to require one or more special services, whether or not such services are available. Such services include institutional care, other professional treatment or care, and instruction in special classes for exceptional pupils on a full-time or part-time basis. (Rec-Elem, Sec)

X 09 50.62 Delinquency Prone--Children and youths who have been identified by professionally qualified personnel as having a strong tendency toward committing acts which are classified as patterns of delinquent behavior. (Rec-Elem, Sec)

X 09 50.69 Other Social and/or Emotional Handicaps--Pupils identified by professionally qualified personnel as being socially and or emotionally handicapped in a manner other than those identified under items X0950.61 and X0950.62. (Rec-Elem, Sec) The nature of their handicap should be specified.

09. PUPILS SERVED (continued)

X 09 50.70	Culturally Handicapped--Pupils identified by professionally qualified personnel as having a cultural handicap, e.g., culturally disadvantaged, non-English speaking, migrant children, and functionally illiterate.
X 09 50.71	Culturally Disadvantaged--Pupils whose cultural background is so different from that of most pupils that they have been identified by professionally qualified personnel as needing additional educational opportunities beyond what is provided by the usual school program if they are to be educated to the level of their ability. Certain types of programs for culturally disadvantaged pupils are referred to as "compensatory education programs." (Rec-Elem, Sec, A)
X 09 50.72	Non-English Speaking--Pupils whose ability to speak English is so retarded that they are unable to profit from the usual classroom instruction in English. (Rec-Elem, Sec, A) The primary language spoken by the pupils, or the language customarily spoken in their residences, should be specified.
X 09 50.73	Migrant Children--Children whose parents are migrant workers and who are within the age limits for which the local school district provides free public education. (Rec-Elem, Sec)
X 09 50.74	Functionally Illiterate--Youths and adults who are unable to read and write sufficiently well to meet the needs of adult life. (Rec-A) This frequently is considered to include adults who have not gone beyond the sixth grade or who cannot read, write, and compute at the level of performance expected of the "average" sixth grade pupil.
X 09 50.79	Other Cultural Handicaps--Pupils identified by professionally qualified personnel as being culturally handicapped in a manner other than those identified under items X0950.71 to X0950.74, e.g., culturally different, economically disadvantaged, and a member of a disadvantaged racial or regional minority group. (Rec-Elem, Sec) The nature of their handicap should be specified.

09. PUPILS SERVED (continued)

X 09 50.80	Pupils with Learning Disabilities--Pupils identified by professionally qualified personnel as having sharp deficits in one or a limited number of aspects of the cognitive processes (i.e., of the sensory, associative, and expressive processes) and marked underachievement when considering the general level or mode of their overall abilities. Many such pupils also are said to have "brain injury (Strauss syndrome)," "perceptual handicaps," or "minimal brain dysfunction." For reporting purposes, pupils with learning disabilities should be identified also according to other characteristics (as being within the normal range of pupils; as being gifted or talented; as being slow learners, mentally retarded, partially seeing, hard of hearing, or speech impaired; or as having other specified types of handicaps). In each case, the distinguishing features are (1) the sharp imbalance within the pupil's cognitive development and (2) a marked underachievement.
X 09 50.90	Miscellaneous Characteristics--(Op-All)
X 09 50.91	Multiple Handicapped--Pupils having more than one handicap. (Rec-Elem, Sec) (Op-C, A) These pupils should be identified also according to the nature of each handicap, as indicated elsewhere in the X0900 Series.
X 09 50.92	Prekindergarten Age--(Op-Elem)
X 09 50.93	Former Dropouts--Pupils who have returned to school after dropping out; that is, pupils whose most recent formal education was in an elementary or secondary school and who withdrew from this school by dropping out. (Op-Sec, C, A)
X 09 50.94	Employed Youth Under Age 18--Persons under 18 years of age who have not completed secondary school and who left full-time instruction to enter the labor force. (Op-Sec, A)
X 09 50.95	Pregnant Girls--(Op-Sec, A)
X 09 50.96	Adult Age--(Op-Sec, C, A)
X 09 50.97	Parents--Parents of school children and children of preschool age. (Op-All)
X 09 50.99	Other Characteristics--Distinctive characteristics of pupil groups not identified elsewhere under the X0900 Series, e.g., pupils in a given program of studies. (Op-All) Any such characteristic should be specified.

09. PUPILS SERVED (continued)

X 09 60. Intraschool/Interschool (4)

An indication as to whether a cocurricular activity involves pupils of a single school or includes participation or competition among pupils of various schools.

X 09 60.10 Intraschool Activity--An activity involving only pupils of one school (Op-Sec, C)

X 09 60.20 Interschool Activity--An activity involving participation or competition with pupils of other schools. (Op-Sec, C)

X 09 70. Identification of Pupils in Section (5)

The name and pupil number of all pupils enrolled in a section.

X 09 71. Names of Pupils--(Rec-All)

X 09 72. Pupil Numbers--(Rec-All)

ENTRANCE (2,3,4,5)
X 11 00 Series

Items of information under this heading may be used to indicate the requirements and procedures for entrance of pupils into a school, program of studies, self-contained class, course, or cocurricular activity; the condition under which a class or course is required or elective; and procedures utilized to help orient new pupils to the school or aspects of the school program.

X 11 10. Requirements and Procedures for Entrance (2,3,4,5)

The legal and other requirements and procedures for entrance of pupils into a school, program of studies, self-contained class, course, cocurricular activity, or section, e.g., age, grade or year standing, achievement, recommendation, and location of residence.

X 11 10.01 Location of Residence--Residence within a given school attendance area. (Op-All) Any specific geographic area which is served by the school--and its physical relationship to other areas of the school district--should be described in the records of the school system and school.

X 11 10.02 Entrance Into School--Entrance or admission into the school; that is, all pupils in the school are eligible to participate. (Op-All)

11. ENTRANCE (continued)

X 11 10.03	Course or Courses Previously Completed--Successful completion of one or more specific courses, classes, or activities. (Op-Sec, C, A) Any such prerequisite should be specified.
X 11 10.04	Enrollment in Given Program of Studies--(Op-Sec, C, A) Any such program of studies, or type of program, should be specified.
X 11 10.05	Achievement in Schoolwork--The quality or achievement in general schoolwork or in specific portions of schoolwork, as indicated by performance in previous courses or classes. (Op-Sec, C, A) Any relevant area of schoolwork and level of performance should be specified. Performance on an examination or standardized test is included under item X1110.18.
X 11 10.06	Age--A specified minimum and/or maximum age of pupils. (Op-All) Designations are included under item X0310.
X 11 10.07	Court Commitment--Commitment or assignment by a judge or court of law, including but not limited to a school located in a correctional institution or detention home. (Op-Elem, Sec, A)
X 11 10.08	Current Employment--The nature of current employment, the course, class, or program of studies being available only to currently employed pupils to upgrade or update their occupational skills and knowledge. (Op-A)
X 11 10.11	Employability--Employability, the course, class, or program of studies being available only to pupils considered employable in the specific occupation or cluster of closely related occupations for which the course, class, or program provides preparation. (Op-Sec, A)
X 11 10.12	Grade or Year Standing--A given grade or year standing of pupils within the school. (Op-Sec, C) This standing should be specified, using designations from items X0320 and X0330.
X 11 10.13	None--None, the course, class, program of studies, or activity being available to all pupils of the school. (Op-Sec, C, A)
X 11 10.14	Recommendation of Psychologist--(Rec-Elem, Sec)
X 11 10.15	Recommendation of Teachers, Counselor, and/or Principal--The recommendation of previous teachers, counselor, and/or principal. (Rec-Sec, C) Judgment as to employability should not be included here but, instead, should be included under item X1110.11.

11. ENTRANCE (continued)

X 11 10.16 Special Pupil Ability, Aptitude, or Interest--Special or specific minimum level of abilities, aptitudes, and interests, e.g., talent in dance, dramatics, and/or music. (Op-All) Any such requirement should be specified.

X 11 10.17 Special Pupil Need--(Rec-Elem, Sec) Any such need should be specified.

X 11 10.18 Successful Completion of Entrance Examination or Other Test--The successful completion of a standard entrance examination, achievement test, aptitude test, or other test, as required for all pupils or for specified groups of pupils. (Op-Sec, C, A) Details may be specified when reporting about this requirement.

X 11 10.99 Other Requirements and Procedures--Requirements and procedures for entrance other than those identified under items X1110.01 to X1110.18, e.g., ancestry, occupation or employer of parents, previous attendance at an accredited school, and availability of transportation (including parental acceptance of responsibility of transportation). (Rec-Elem, Sec; Op-C, A) Any such requirement or procedure should be specified.

X 11 20. Required or Elective (4)

An indication as to whether a course or self-contained class is required or elective for all pupils of the school in completing their schoolwork or for certain groups or pupils.

X 11 20.10 Required for All Pupils--Required for all pupils of the school in completing their schoolwork. (Op-Sec, C)

X 11 20.20 Required for Pupils in Specified Programs of Studies--Not required of all pupils, but required for pupils in one or more types of programs of studies, as indicated below. For programs of occupational preparation, the area of occupational specialization should be specified.

X 11 20.31 College Preparatory Program--(Op-Sec)
X 11 20.33 Advanced Placement Program--(Op-Sec)
X 11 20.41 General Placement Program--(Op-Sec, C)
X 11 20.43 Occupational Program--(Op-Sec, C, A)
X 11 20.51 Transfer Program--(Op-C)
X 11 20.59 Other Program of Studies--(Specify.) (Op-Sec, C, A)

X 11 20.60 Required for All Pupils in Area of Specialization within Program--Not required of all pupils in a given type of program of studies, but required for pupils in a specific area of specialization within the program of studies, as this area is identified under items X2141, X2142, and X2144. (Op-Sec, C, A)

X 11 20.70 Elective for All Pupils--Elective for all pupils in the school as a portion of the requirements for completing their schoolwork. (Op-Sec, C)

X 11 20.80 Elective for Pupils in Specified Programs of Studies--Available only to pupils in specified programs of studies, but on an elective basis. (Op-Sec, C, A) For designations of programs of studies, see items X1120.20 or X0243.

X 11 30. Orientation Practices (2,3)

Procedures for orienting new pupils into a school or program of studies, including informing pupils about the facilities, personnel, rules, traditions, instructional offerings, and evaluation procedures. (Op-Sec, C, A) Such orientation may be provided prior to or shortly following the pupils' first days of membership.

PROGRESS AND PROMOTION PRACTICES (2)
X 12 00 Series

Items of information under this heading may be used to describe aspects of a school's promotion practices, e.g., the types of promotion, bases for promotion, and promotion period.

X 12 10. Type of Promotion Practice (2)

The types of promotion practices within the school, e.g., regular promotion, accelerated promotion, probationary promotion, and continuous progress.

X 12 10.10 Regular Promotion--A promotion in a graded situation of a grade a year or of a half-grade a semester. (Op-Elem, Sec)

X 12 10.20 Accelerated Promotion--A promotion indicating progress which is more rapid than the usual practice; this may involve a "double promotion" (two grades' progress in one year) or some other arrangement for promoting a child at a rate more rapid than one grade per year. (Op-Elem)

12. PROGRESS AND PROMOTION PRACTICES (continued)

X 12 10.30	Probationary Promotion--An arrangement whereby a pupil is promoted to the next higher grade on a trial basis in order that his progress and adjustment might be observed; if these prove satisfactory, the pupil is retained in the higher grade. (Op-Elem)
X 12 10.40	Nonpromotion--The retaining of a pupil in his current grade at the end of the regular school term or at another time when most pupils are promoted. (Op-Elem)
X 12 10.50	Continuous Promotion--The practice of promoting all pupils on the basis of chronological age. (Op-Elem)
X 12 10.60	Variable Progress--In an ungraded situation, the practice of grouping in which individual promotions are based on a number of factors including not only changes in chronological age, intellectual development, and achievement, but physical, social, and emotional factors as well. (Op-Elem) This involves reconstituting, at frequent intervals, small instructional groups within a class or larger group in order to provide for the uniqueness of each pupil in pattern and rate of development and learning.
X 12 10.90	Other Type of Promotion--A type of promotion other than those identified under items X1210.10 to X1210.60. (Op-Elem) Any such type of promotion should be specified.

X 12 20. Bases for Promotion (2)

Primary consideration of school staff members in determining whether or not pupils qualify for promotion, e.g., achievement, chronological age, and social maturity.

X 12 20.10	Achievement--Accomplishment or proficiency of performance in a given skill or body of knowledge. (Op-Elem, Sec)
X 12 20.20	Intellectual Development--The stage reached in the progressive growth and organization of mental functions and psychological behavior of the pupil. (Op-Elem, Sec)
X 12 20.30	Chronological Age--(Op-Elem, Sec)
X 12 20.40	Social Maturity--The stage reached in the progressive development of the pupil's attitudes, understandings, feelings, and skills with respect to social relationships and social institutions. (Op-Elem, Sec)

12. PROGRESS AND PROMOTION PRACTICES (continued)

X 12 20.50 Time in Class--The amount of time that has elapsed since the pupil entered the class, or in the equivalent of this amount of time. (Op-Elem, Sec)

X 12 20.90 Other Basis--A primary consideration, other than those identified under items X1220.10 to X1220.50, which help school staff members determine whether or not pupils qualify for promotion, e.g., total development of pupils. (Op-Elem, Sec) Any such basis should be specified.

X 12 30. Promotion Period (2)

The frequency, or regular time of year, at which promotions usually are made from one class, grade, or school to another, e.g., annual, semiannual, and flexible.

X 12 30.10 Annual--Promotions usually made once a year, generally at the close of the regular school term. (Op-Elem, Sec, C)

X 12 30.20 Semiannual--Promotions usually made twice a year, generally at the close of the regular school term. (Op-Elem, Sec, C)

X 12 30.30 Flexible--Promotions made whenever pupils qualify for promotion. (Op-Elem, Sec)

X 12 30.90 Other Period--A frequency or time of year, other than those identified under items X1230.10 to X1230.30, when promotions usually are made from one class, grade, or school to another. (Op-Elem, Sec, C) Any such period should be specified.

COMPLETION PRACTICES (2,3,4,5)

X 13 00 Series

Items of information under this heading may be used to describe aspects of the school's practices for graduation or promotion to another school in the school system, for successful completion of a course or class, and for terminating the membership of pupils.

X 13 10. Requirements for Successful Completion or Graduation (2,3,4,5)

The minimum educational achievement or other qualifications for the successful completion of a program of studies, course, or class, e.g., successful completion of a given number of courses, general achievement in schoolwork, and successful completion of an equivalency examination.

13. COMPLETION PRACTICES (continued)

X 13 10.10 Completion of a Minimum Number of Units of Value--The successful completion of a given number of courses in a program of studies, as indicated by designations for units of value (such as units, credits, semester credit hours, and quarter credit hours). (Rec-Sec, C) A description of units of value is included under item X0840.

X 13 10.11 Total Number--A specified minimum total number of units of value. (Op-Sec, C, A)

X 13 10.12 Number in Required Courses in Area of Major Specialization--A specified number of units of value in specified required courses in the area of major specialization. (Op-Sec, C, A)

X 13 10.13 Number in Required Courses in Area of Minor Specialization--A specified number of units of value in specified required courses in the area of minor specialization. (Op-Sec, C, A)

X 13 10.14 Number in Elective Courses--A specified number of units of value in elective courses. (Op-Sec, C, A)

X 13 10.15 Noncredit Courses Required--Courses required, if any, for which no units of value are awarded. (Op-Sec, C, A)

X 13 10.20 General Performance or Achievement in Schoolwork--The attainment of a stated proficiency or the surpassing of a minimum level of general performance in a specified quantity of schoolwork or in specified areas of studies, as indicated by general performance or by achievement on comprehensive examinations in these areas of study. (Rec-Sec, C, A)

X 13 10.30 Equivalency Examination--Satisfactory scores on an examination, offered and/or approved by a State department of education or other authorized agency, intended to provide an appraisal of the pupil's ability or achievement in the subject areas regularly required for high school graduation. (Rec-Sec)

X 13 10.40 Age--Attainment of a specified age, resulting in termination of pupils' work in the program, course, or self-contained class. (Op-Elem, Sec)

X 13 10.50 Duration of Time--A specified number of years, semesters, or the like for pupils' work in the program, course, or self-contained class. (Op-Elem, Sec)

13. COMPLETION PRACTICES (continued)

X 13 10.90 Other Requirements--Requirements for completion or graduation, other than those identified under items X1310.10 to X1310.50, e.g., a requirement for duration of time as a full-time pupil. (Rec-Sec, C) Any such requirement should be specified.

X 13 20. Recognition for Completion (2,3,4,5)

The nature of the certificate or other recognition given pupils for successful completion of a program of studies, course, class, or cocurricular activity, or for graduation from a school, e.g., a diploma or other certificate, promotion to the next school, and awarding of units of value.

X 13 21. Recognition for Graduation or Completion of Program of Studies (2,3)

The nature of the certificate or other recognition given pupils for the successful completion of the program of studies or for graduation, e.g., a diploma, an equivalency certificate, an associate degree, and promotion to the next school. Frequently such recognition is bestowed at a formal graduation ceremony. It implies completion of the program of studies and indicates usually that pupils are prepared for a more advanced level of instruction.

X 13 21.10 High School Diploma--A formal document certifying the successful completion of a prescribed secondary school program of studies. In some States or communities, high school diplomas are differentiated by type such as an academic diploma, a general diploma, or a vocational diploma. (Rec-Sec)

X 13 21.11 Uniform High School Diploma--A formal document certifying the completion of the prescribed work of a secondary school, without differentiation according to type of program. (Rec-Sec)

X 13 21.12 Differentiated High School Diplomas--A formal document certifying the completion of prescribed secondary school programs of studies, with a differentiation in type of diploma according to program, e.g., academic diploma, general diploma, and vocational diploma. (Rec-Sec) Any such differentiated diploma may be specified.

X 13 21.20 Certificate of High School Equivalency--A formal document issued by a State department of education or other authorized agency certifying that an individual has met the

13. COMPLETION PRACTICES (continued)

State requirements for high school graduation equivalency by (a) attaining satisfactory scores on an approved examination or (b) earning the required number of credits in an organized program of approved instruction. (Rec-Sec)

X 13 21.30 Certificate of Completion--A document certifying the satisfactory completion of a course or a program of studies. (Rec-All) This document frequently is awarded for courses for which credit toward graduation is not granted. This document sometimes is referred to as a "certificate of training."

X 13 21.40 Certificate of Attendance--A document certifying the presence of the pupil at school during given years or on given days, when this document is awarded in lieu of a diploma or certificate of completion. (Rec-Sec, A)

X 13 21.50 Associate Degree--A degree commonly conferred upon the successful completion of a 2-year program of studies of a junior college or technical institute. (Rec-C)

X 13 21.60 Other Certificate or Degree--A certificate or degree other than those identified under items X1321.10 to X1321.50. (Rec-Sec, C, A) The nature of any such certificate or degree should be specified.

X 13 21.70 Promotion to Next School--The promotion of pupils to the next school--e.g., from an elementary school to a secondary school--without the awarding of a certificate. (Rec-Elem, Sec, C)

X 13 21.80 No Recognition--No recognition is given pupils for the successful completion of the work of the school or program of studies. (Rec-Elem, Sec, A)

X 13 21.90 Other Recognition--Recognition, other than that indicated under items X1321.10 to X1320.80, given pupils for the successful completion of the program of studies. (Rec-All) The nature of any such recognition should be specified.

X 13 22. Recognition for Completion of Self-Contained Class, Course, or Cocurricular Activity (4,5)

The nature of recognition given pupils for the successful completion of the work of the self-contained class, course, or cocurricular activity, e.g., awarding of units of value or certificate, and no special recognition.

13. COMPLETION PRACTICES (continued)

X 13 22.01	Awarding of Units of Value--The awarding of one or more units of value, e.g., 1 unit, 1 credit, 3 semester credit hours, and 4 quarter credit hours. (Rec-Sec, C, A) A description of units of value is included under item X0840.
X 13 22.02	Completion of Requirement, But no Units of Value Awarded--The successful completion of a requirement of a program of studies, without the awarding of any units of value. (Rec-Sec, C, A)
X 13 22.03	Certificate--The awarding of a certificate of completion, certificate of attendance, certificate of participation, or other certificate. (Rec-Sec, C, A)
X 13 22.04	Honor Award--An award in recognition of outstanding achievement, which may be instead of or in addition to other recognition as identified under items X1322.01 to X1322.03. (Rec-Sec, C, A)
X 13 22.05	Promotion or Advancement--The promotion of pupils to the next self-contained class or course in the sequence of classes or courses, without awarding units of value or a certificate; or advancement to a more advanced section of the same activity, or to a similar activity, requiring a greater degree of ability for successful participation. (Rec-All)
X 13 22.06	Points--The awarding of "points" which may be applied, as units of value, toward the completion of requirements for a diploma or certificate. (Op-Sec, C)
X 13 22.07	Monogram--The awarding of a school alphabetic letter or monogram for participation in a competitive activity, most frequently in interscholastic athletics. (Op-Sec, C)
X 13 22.11	Letter of Commendation--The awarding of a written letter, usually prepared and signed by the principal of the school, commending the pupil for the nature of his participation in the cocurricular activity. (Op-Sec)
X 13 22.88	No Special Recognition--No special recognition is given pupils for the successful completion of the work of the self-contained class, course, or cocurricular activity. (Rec-Sec, C, A)
X 13 22.99	Other Recognition--Recognition, other than that identified under items X1322.01 to X1322.11, given pupils for the successful completion of the work of the

self-contained class, course, or cocurricular activity. (Op-Sec, C, A) The nature of any such recognition should be specified.

X 13 30. Other Termination Practices (2,3)

Items of information under this heading may be used to describe aspects of practices by which the school acts to terminate the membership of pupils who have not successfully completed the requirements of a program of studies; that is, the type of practice and reason for terminating membership.

X 13 31. Type of Practice (2,3)

The nature of practices by which the school acts to terminate the membership of pupils. Reasons for taking such action are included under item X1332, Reason for Terminating Membership.

X 13 31.10 Suspension--Temporary dismissal of a pupil from school, usually by school personnel having authority granted by the board of education. (Op-Elem, Sec)

X 13 31.20 Expulsion--The action, taken by school authorities, compelling a pupil to withdraw from school for reasons such as extreme misbehavior and incorrigibility. (Op-Elem, Sec)

X 13 31.30 Probation--The act of suspending disciplinary action, such as expulsion, pending good behavior on the part of the pupil. (Op-Elem, Sec)

X 13 31.40 Recommended Transfer or Other Withdrawal--Recommendation by members of the school staff to parents of the pupil, or to his guardians or to the pupil himself, that the pupil transfer to another school or withdraw in some other manner from this school, with any subsequent action being taken by the pupil, parent, or guardian. (Op-Elem, Sec)

X 13 31.50 Legal Exclusion--The act of excluding children from school--i.e., not enrolling them--for legal reasons. A child of compulsory school attendance age who is not required to attend school for such a legal reason is referred to as an "exempted child." (Op-Elem, Sec)

X 13 31.90 Other Practice--Practices, other than those identified under items X1331.10 to X1331.50, by which the school acts to terminate the membership of pupils. (Op-Elem, Sec) Any such practice should be specified.

13. COMPLETION PRACTICES (continued)

X 13 32. Reasons for Terminating Membership (2,3)

The reason for which the school acts to terminate the membership of pupils or refuses to enroll them.

X 13 32.10 Underage--The individual has not yet reached the minimum age at which children or youth are permitted to enter the school. (Op-Elem, Sec)

X 13 32.20 Overage--The individual has passed the maximum age at which children, youths, and adults are permitted to attend or enter the school. (Op-Elem, Sec)

X 13 32.30 Physical Condition--The individual has a physical condition--such as a communicable disease, a rheumatic heart, or a severe crippling condition--of such a nature that it seems impossible or unwise to participate in the educational program of the school. (Op-Elem, Sec)

X 13 32.40 Mental Retardation--The individual has insufficient mental ability for successful participation in the educational program of the school. (Op-Elem, Sec)

X 13 32.50 Mental Illness or Behavioral Difficulty--The individual has a mental illness or behavioral difficulty of such a nature that participation in the educational program of the school seems unwise. (Op-Elem, Sec)

X 13 32.90 Other Reason--Reasons, other than those identified under items X1332.10 to X1332.50, for which the school acts to terminate the membership of pupils or refuses to enroll them. (Op-Elem, Sec) Any such reason should be specified.

INSTRUCTION (1,5)
X 14 00 Series

X 14 10. Instruction on a Systemwide Basis (1)

In some instances, a program of studies, course, or cocurricular activity may be organized centrally to bring together qualified pupils from more than one school of the school system or to provide instruction from a central location through a medium such as educational television or a computer. (Rec) Examples of such instruction include a program for pupils who are gifted or talented in art, instruction in visual-motor coordination for several perceptually handicapped children, a systemwide orchestra,

14. INSTRUCTION (continued)

instruction provided by the school system for homebound children and a special advanced placement mathematics course. To describe such situations, items of information may be drawn as appropriate from other portions of this handbook and included under this heading.

X 14 20. Instruction of Section (5)

Information may be included under this heading to describe aspects of instruction which are unique to a given section, or which might distinguish the instruction of this section from other sections of the same self-contained class, course, or cocurricular activity. (Op-All) In addition, this section should be described as appropriate by other items which pertain, in general, to all sections of the self-contained class, course, or cocurricular activity.

SUBJECT MATTER (3, 4)
X 21 00 Series

Categories of information under this heading may be used for describing aspects of the subject matter of a self-contained class, course, or program of studies.

X 21 10. Subject Matter for Self-contained Class (4)

Categories of information under this heading may be used for describing the general subject matter of all the schoolwork of the self-contained class or portions of the schoolwork.

X 21 11. Content for All Schoolwork (4)

The general subject matter for all the schoolwork of the class, e.g., general elementary education. (Rec-Elem, A) An appropriate designation should be selected from the items presented in chapters 4 and 5.

X 21 12. Content for Portions of Schoolwork Within Self-contained Class (4)

The general subject matter for portions of the schoolwork within the self-contained class, e.g., social studies (or United States history and United States geography), and English language arts (or reading, spelling, grammar, and composition). (Op-Elem, A) For purposes of a more complete description, such designations for each portion of work may be combined with other factors such as planned instructional outcomes for pupils, pupils served, time involved, and level of difficulty. In addition to the designations for subject matter (included in chapters 4 and 5), information might be included about the major resources or plans used in the instruction, e.g., a textbook and a State curriculum guide.

X 21 13. Content for Portions Outside Self-contained Class (4)

The general subject matter for portions of the schoolwork outside the self-contained class, e.g., music, physical education, and art. (Op-Elem, A) For purposes of a more complete description, such designations for each portion of work may be combined with other factors such as planned instructional outcomes for pupils, pupils served, time involved, and level of difficulty. In addition to the designations for subject matter (included in chapters 4 and 5), information might be included about the major resources or plans used in the instruction, e.g., a textbook and a State curriculum guide.

X 21 20. Subject Matter for Course (4)

Categories of information under this heading may be used for describing the general subject matter for an entire course or for portions of the course.

X 21 21. Content for Entire Course (4)

The general subject matter for the entire course, as indicated by an appropriate designation selected from the items for subject matter presented in chapters 4 and 5, e.g., general social studies or first-year chemistry. (Rec-Sec, C,A)

X 21 22. Content for Portions of Course (4)

The general subject matter for portions of the course or for units of subject matter, as indicated by appropriate designations selected from the items for subject matter presented in chapters 4 and 5, e.g., history of the United States, State history, and American Government. (Op-Sec, C,A)

X 21 24. Major Resources or Plans (4)

The major resource or plan for the course, if any, around which the entire course or a major portion is organized, e.g., a textbook, a State curriculum guide, a local curriculum guide, the Madison Plan, the Biological Sciences Curriculum Study, and the Physical Science Study Committee. (Rec-Sec, C,A) Any such resource or plan should be specified.

X 21 30. Content of Cocurricular Activity (4)

Categories of information under this heading may be used for describing the general content and experiences for an entire cocurricular activity or for portions of the cocurricular activity.

X 21 31. Content for Entire Activity (4)

The general content and experiences for the entire cocurricular activity, as indicated by an appropriate designation selected from the items for cocurricular activities presented in chapters 4 and 5, e.g., intramural athletics, Future Farmers of America, and School Safety Patrol. (Rec-Sec, C, A)

X 21 32. Content for Portions of Activity (4)

The general instructional content for portions of the cocurricular activity as indicated by appropriate designations selected from the items for cocurricular activities presented in chapters 4 and 5, e.g., Girls Athletic Association, including activities of golf, softball, and tennis (Op-Sec, C, A)

X 21 34. Major Resource or Plan (4)

The major resource, plan, or manual, if any, around which the entire cocurricular activity is organized, e.g., a local, State, or national resource guide for an organization such as the Future Homemakers of America, Future Teachers of America, or Future Farmers of America. (Op-Sec, C, A) Any such resource plan or manual should be specified.

X 21 40. Specialization (3)

In a program of studies, any area of major or minor specialization. In addition, for an occupational program of studies, an identification may be made of each type of occupational program and of the occupational goal of the pupils.

X 21 41 Area(s) of Major Specialization (3)

Any broad subject-matter area in which pupils may specialize by taking a specified minimum number of courses and/or credit hours as a part of the requirements for completion of the program of studies. (Rec-C, A; Op-Sec) Designations for subject-matter areas are included in chapters 4 and 5. If there is no area of major specialization in the program, this fact should be indicated.

X 21 42. Area(s) of Minor Specialization (3)

Any broad subject matter area in which pupils may specialize by taking a specified minimum number of courses and/or credit hours, fewer than for major specialization, as a part of the requirements for completion of the program of studies. (Rec-C, A; Op-Sec) Designations for subject-matter areas are included in chapters 4 and 5. If there is no area of minor specialization in the program, this fact should be indicated.

X 21 43. Type of Occupational Program of Studies (3)

The general nature of any program of studies that is designed primarily to prepare pupils for immediate employment or upgrading in an occupation or cluster of occupations, e.g., an occupational training program, technical program, and program for apprenticeship training. Designations for occupational goals of pupils may be included under item X2144.

X 21 43.10 Occupational Training Program--A secondary school, junior college, or adult education program of studies designed primarily to prepare pupils for entrance into a specific occupation or cluster of occupations. This includes aspects of programs such as "prevocational education," "vocational education," "cooperative on-the-job training," and, for reporting purposes, excludes technical programs which are reported under item X2143.30. (Rec-Sec, C, A) Occupational preparation under an apprenticeship program is included in item X2143.40.

X 21 43.20 Occupational Retraining Program--An adult education program of studies designed primarily to upgrade employed workers in the specific vocation in which they are currently employed, or to retrain currently employed workers or unemployed workers for a new vocation. This includes aspects of programs such as "vocational education," "cooperative on-the-job training", and "Manpower Development and Training," and, for reporting purposes, excludes technical programs which are reported under item X2143.30.

X 21 43.21 Upgrading in Current Occupation--Supplementary training for extending or updating workers' skills and knowledge in the field in which they are currently employed. (Rec-A)

X 21 43.22 Retraining for New Occupation--(Rec-A)

21. SUBJECT MATTER (continued)

X 21 43.30 Technical Program--A junior college or adult education program of studies designed primarily to prepare pupils for work in the occupational area between that of the skilled employee and the professional employee such as the physician, engineer, and scientist. This includes programs of training and of retraining (Rec-C, A)

X 21 43.40 Apprenticeship Program--A program of studies of occupational preparation for skilled trades as authorized by State and Federal legislation and usually conducted under the auspices of a local joint apprenticeship committee representing labor, management, and the school (Rec-Sec, A)

X 21 44. Occupational Goal of Pupils (3)

The occupational objective of pupils in a given occupational program of studies--as included under item X2143--may be indicated by a designation from chapters 4 and 5 of this handbook or from the Dictionary of Occupational Titles[12], if and as appropriate. (Rec-Sec, A) If applicable, information should be included about the type of certification or licensure awarded and the legal board or other group granting such certification or licensure.

X 21 50. Courses Offered in Program of Studies (3)

In a departmentalized organization, a listing of courses offered in the program of studies, with an indication as to whether they are required or elective, their sequence, and their grade or year placement in the program. (Op-Sec, C, A)

X 21 51. Required Courses

A listing of courses required in the program of studies, their sequence and their grade or year placement. (Op-Sec, C, A)

X 21 52. Elective Courses

A listing of elective courses and their grade or year placement (Op-Sec, C, A)

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[12] U.S. Department of Labor. Dictionary of Occupational Titles (Third Edition). Washington: U.S. Government Printing Office, 1965.

TREATMENT OF CONTENT (4)
X 22 00 Series

Items of information under this heading may be used to describe the manner in which the content is treated in a self-contained class, course, or cocurricular activity, e.g., introduction to area, study in depth, and survey of area.

X 22 00.01 Introduction to Area--Emphasis on introductory experiences and/or knowledge--and/or basic skills--in the subject matter area.(Op-Sec, C, A)

X 22 00.02 Introduction to Research Methods in Area--Emphasis on introductory experiences related to the principles and methods of research associated with the subject-matter area. (Op-Sec, C, A)

X 22 00.03 Practice, Application, or Content Enrichment--Provision, through a cocurricular activity, of opportunity for pupils to put to practice or extend the skills and knowledge acquired through their course work. (Op-All)

X 22 00.04 Study in Depth--Emphasis on advanced experiences and/or knowledge in the subject matter-area. (Op-Sec, C, A)

X 22 00.05 Survey of Area--Emphasis on an organized overview of the most significant aspects of the subject-matter area. (Op-Sec, C, A)

X 22 00.99 Other Treatment--A manner of content treatment other than those included under items X2200.01 to X2200.05. (Op-Sec, C, A) Any such treatment should be specified.

PLANNED INSTRUCTIONAL OUTCOMES FOR PUPILS
X 23 00 Series

Items of information under this heading may be used to identify general instructional outcomes for pupils for which provision is made in the instructional program, e.g., knowledge and understanding, appreciations and attitudes, skills, appropriately developed readiness, occupational competence, and improved physical fitness. These planned outcomes--reflecting anticipated growth or change in physical, intellectual, emotional, and social behavior or performance --frequently are referred to as "objectives."

X 23 00.01 Acculturation--Greater capability for pupils of a minority group to assimilate and to adapt to the general cultural patterns of the community. (Op-All)

X 23 00.02 Appreciations and Attitudes--A greater awareness of the value and significance of aspects of the subject-matter area (including aesthetic appreciations), and a greater readiness to respond in a mature manner to phenomenons related to the area. (Op-All)

23. PLANNED INSTRUCTIONAL OUTCOMES FOR PUPILS (continued)

X 23 00.03	Appropriate Behavior--Patterns of acting, thinking, and feeling which are more consistent with those of selected cultural groups to which the pupils belong, consistent especially with the norms and standards set to govern pupil behavior within the school. (Op-All)
X 23 00.04	Career Guidance--Greater understanding of one's educational and career opportunities, which leads to the formulation of realistic goals. (Op-Sec, C, A)
X 23 00.05	Cognitive Thinking--Greater skill in organizing and utilizing one's intellectual resources for arriving at the most appropriate solutions to problems. (Op-All)
X 23 00.06	Creativity--Enhanced performance in original and self-expressive activities, including greater facility with inventive thinking that explores original and/or alternative solutions to problems. (Op-All)
X 23 00.07	Critical Judgment--Greater ability to evaluate an idea, situation, or body of information in terms of meaningful (germane) objective and subjective criteria. (Op-All)
X 23 00.08	Education for Leisure--Interests and skills appropriate for pupils' leisure-time activities at the present time and in the future. (Op-Sec, C, A)
X 23 00.09	Experience in Service to Others--Greater familiarity with the satisfactions, rewards, and problems of providing service to others. (Op-All)
X 23 00.11	General Development in Area--General growth and development in the knowledge, understandings, appreciations, attitudes, and skills related to the subject-matter area. (Op-All) Emphasis on certain aspects of growth and development may be indicated under items such as those concerning knowledge and understanding in area (item X2300.13), understanding of basic principles (item X2300.33), historical awareness and/or background (X2300.12), appreciations and attitudes (item X2300.02), and skills associated with area (item X2300.28).
X 23 00.12	Historical Awareness and/or Background--Greater awareness of the nature, importance, and relationships of significant historical events affecting the subject-matter area. (Op-All)
X 23 00.13	Knowledge and Understanding in Area--Greater knowledge of the significant facts, and increased comprehension of the basic ideas associated with the subject-matter area. (Op-All)

X 23 00.14	Knowledge and Understanding of Citizenship--Increased knowledge and appreciation of one's rights and responsibilities as a member of his school, community, State, and nation. (Op-All)
X 23 00.15	Leadership Ability--Greater ability to serve effectively in leadership capacities in group activities. (Op-All)
X 23 00.16	Literacy--The ability to read, write, and compute at the level of performance expected of an "average" sixth grade pupil in order to become better able to meet adult responsibilities. (Op-All)
X 23 00.17	Mental Health--Improved soundness of mental health and overall personality development. (Op-All) Emphasis on certain aspects of mental health may be indicated under items such as those concerning a workable self-concept (item X2300.34), self-understanding (item X2300.27), personal satisfaction (item X2300.22), and rehabilitation (item X2300.25).
X 23 00.18	Moral and Ethical Values--Greater adherence to the principles of morality and the ethics implicit in the highest ideals of American democracy. (Op-All)
X 23 00.19	Occupational Competence, Initial--The skills, understandings, and appreciations needed for successful initial entry into a specific occupation or cluster of closely related occupations. (Op-Sec, C, A)
X 23 00.21	Occupational Competence, Upgraded or Updated--The skills, understandings, and appreciations needed by workers already in an occupation to upgrade or update their occupational competence. (Op-A)
X 23 00.22	Personal Satisfaction--A sense of reward and pleasure resulting from involvement in an activity and/or from enjoyment of the product or results of the activity. (Op-All)
X 23 00.23	Physical Fitness and Health--Improved soundness of physical health, muscular strength, physical endurance, kinesthetic skills, and resistance to disease. (Op-All)
X 23 00.24	Readiness--A willingness, desire, and ability to participate in activities related to the subject matter area, depending upon the necessary level of pupils' physical, mental, and emotional maturation. (Op-All)
X 23 00.25	Rehabilitation--Restoration to a previously attained state of physical, mental, social, or emotional wellbeing. (Op-Elem, Sec, A)

23. PLANNED INSTRUCTIONAL OUTCOMES FOR PUPILS (continued)

X 23 00.26 Remediation--Improvement or overcoming of any particular marked deficiency not due to inferior general ability, including a deficiency in content previously taught but not learned. When referring to the teaching of skills or other aspects of content for the first time, this may be referred to as habilitation. In occupational programs this includes instruction intended to correct educational deficiencies or handicaps which might prevent pupils from benefiting from their occupational instruction. (Op-All)

X 23 00.27 Self-understanding--Greater understanding of one's abilities, interests, environmental factors, and educational needs. (Op-All)

X 23 00.28 Skills Associated With Area--Greater ease and precision of physical and/or mental performance in activities related to the subject-matter area. (Op-All)

X 23 00.29 Skills of Inquiry--Greater ease and precision in the use of an appropriate systematic approach for seeking information related to the subject-matter area, including the use of observation, experimentation, and questioning. (Op-All)

X 23 00.31 Social Adeptness--Greater ease and skill in interpersonal relationships. (Op-All)

X 23 00.32 Socialization--Increased understanding and acceptance of the customs, standards, traditions, and culture of the cultural groups of which pupils are members--including groups comprised of the family, school, community, and the nation as a whole--and active cooperation with these groups as appropriate. (Op-All) Emphasis on certain aspects of socialization may be indicated under items such as those concerning acculturation (item X2300.01), social adeptness (item X2300.31), and leadership ability (item X2300.15)

X 23 00.33 Understanding of Basic Principles--An understanding of the basic principles underlying the subject-matter area. (Op-All)

X 23 00.34 Workable Self Concept--A more realistic self-image, incorporating aspects of personal development. (Op-All)

X 23 00.99 Other Planned Outcomes--General outcomes for pupils, other than those included under items X2300.01 to X2300.34, which are expected to result from the instruction. (Op-All) Any such planned outcome should be specified.

STAFF MEMBERS (4,5)
X 31 00 Series

Items of information may be included under this heading to identify and describe staff members involved in the instructional program.

X 31 10. Teacher or Other Staff Member Assigned (4,5)

The name and identification number of any teacher or other staff member assigned to a course, class, section, or service should be included under this heading. (Rec-All)

X 31 22. Teacher for Portions of Schoolwork of Self-contained Class (4)

The nature of teacher assignments for given portions of the schoolwork of the self-contained class, e.g., the regular teacher of the self-contained class (teaching social studies), a teacher who is a specialist in a subject-matter area (teaching music or physical education), and both the regular teacher and a specialist (teaching art together).

X 31 22.10 Teacher of Self-contained Class--(Op-Elem)

X 31 22.20 Specialist--(Op-Elem)

X 31 22.30 Both--(Op-Elem)

X 31 22.90 Other Teacher--A teacher other than the regular teacher of the self-contained class and/or a teacher who is a subject-matter specialist. (Op-Elem) Any such teacher should be specified.

X 31 90. Other Information--Information about staff members other than that included under items X3110 and X3122. (Op-All) Many appropriate items of information are included in Handbook IV, Staff Accounting for Local and State School Systems.[13]

SERVICES SUPPORTING INSTRUCTION (1,2)
X 32 00 Series

Items of information under this heading may be used to describe aspects of services supporting instruction which are provided centrally or within a single school. The concept of "services provided centrally" includes situations in which staff members or pupils of various schools go to a central location to receive services and/or members of a central staff go to more than one location to provide services. Among services supporting instruction are resource services for pupils, pupil personnel services, services for the instructional staff, and community services. Though more than one service may be provided at a single location by an individual staff member, as in a "materials center" or by a "counselor," each of the services provided should be identified separately.

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[13] Allan R. Lichtenberger and Richard J. Penrod. Op. cit.

X 32 10. Resource Services for Pupils (1,2)

Items under this heading may be used to describe aspects of resource services provided for pupils, such as school library services, audiovisual services, and provisions for textbooks.

X 32 11. School Library Services (1,2)

School library services for pupils include activities such as selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning the use of the library by pupils; and instructing pupils in their use of library books and materials, whether maintained separately or as a part of an instructional materials center. Included are facilities for the library materials center and its related work-study areas, related equipment and supplies, and services provided by school library personnel. (Rec-All) Among significant school library materials and services for pupils are the following:

X 32 11.10 Selection, Acquisition, and Preparation of Materials for Pupils--(Op-All)

X 32 11.20 Instruction in Use of Library--(Op-All)

X 32 11.30 Individual Guidance in Selection of Books and Materials--(Op-All)

X 32 11.40 Reference Materials and Services--E.g., encyclopedias, indexes, periodicals, newspapers. (Op-All)

X 32 11.50 Circulation Services--E.g., circulation of books and periodicals. (Op-All)

X 32 11.90 Other School Library Services--(Op-All) (Specify.)

X 32 12. Audiovisual Services (1,2)

Audiovisual services for pupils include activities such as preparing, caring for, and making available to pupils the equipment, films, transparencies, tapes, scripts, and other similar materials, whether maintained separately or as a part of an instructional materials center. Included are facilities for the audiovisual center and related work-study areas, related equipment and supplies, and services provided by audiovisual personnel. (Rec-All) Among significant audiovisual services for pupils are the following:

X 32 12.10 Materials, Equipment, and Services for Viewing--(Op-All)

X 32 12.20 Materials, Equipment, and Services for Listening--(Op-All)

X 32 12.30 Circulation Services--(Op-All)

X 32 12.90 Other Audiovisual Services--(Op-All) (Specify.)

X 32 13. Provisions for Textbooks (1,2)

Included under this heading is a description of the plan by which the school or school system provides textbooks for the pupils, e.g., free loan plan, rental plan, and purchase plan. (Rec-All)

X 32 13.10 Free Loan Plan--Textbooks, owned by the school system or State, loaned to pupils without charge. (Op-All)

X 32 13.20 Rental Plan--Textbooks, owned by the school system, rented to pupils. (Op-All)

X 32 13.30 Purchase Plan--Textbooks made available through the school for purchase by pupils. (Op-All)

X 32 13.40 Combination of Plans--A combination of the plans identified under items X3213.10 to X3213.30, e.g., textbooks--purchased by many or most pupils--are provided on free loan to needy pupils.

X 32 13.90 Other Plan--A plan, other than those identified under items X3213.10 to X3213.30, by which the school or school system provides textbooks for pupils, e.g., the school sends lists of textbooks to private bookstores. (Op-All) Any such plan may be identified.

X 32 14. Provisions for Supplies (1,2)

Included under this heading is a description of the plan by which the school or school system provides supplies other than textbooks (e.g., workbooks, notebooks, pencils) for all or a portion of the pupils. (Op-All) Any such plan should be specified.

X 32 19. Other Resource Services for Pupils (1,2)

Instructional services for pupils other than school library services, audiovisual services, and provision for textbooks and other supplies. (Op-All) Any such service should be specified.

X 32 20. Pupil Personnel Services (1,2)

Items under this heading may be used to describe aspects of pupil personnel services of the school or school system, such as guidance services, health services, psychological services, speech pathology and audiology services, and school attendance and social work or "visiting teacher" services.

X 32 21. Guidance Services (1,2)

Guidance services for pupils include activities of counseling pupils and parents, evaluating the abilities of pupils, assisting pupils to make their own educational and career plans and choices, assisting pupils in personal and social adjustment, and working with other staff members in planning and conducting guidance programs for pupils. Included are facilities for guidance and counseling, related equipment and materials, and services provided by guidance and counseling personnel. (Rec-All) Among significant guidance services provided for pupils are the following:

X 32 21.10 Counseling with Pupils--A process taking place when there is a relationship between one or more staff members as counselor(s) and one or more pupils as counselee(s) in which the pupil is helped to understand his educational and occupational strengths and weaknesses, relate his abilities and aptitudes to educational and career opportunities, utilize his abilities in attaining realistic goals, and make satisfying personal and social adjustments. (Rec-All)

X 32 21.11 Educational Counseling--A counseling process in which the pupil is assisted in planning and preparing for his immediate and future educational program. (Op-All)

X 32 21.12 Career Counseling--A counseling process in which the pupil is assisted in utilizing his aptitudes and abilities to attain realistic career goals. (Op-Sec, C, A)

32. SERVICES SUPPORTING INSTRUCTION (continued)

X 32 21.13	Personal/Social Counseling--A counseling process in which the pupil is helped to resolve matters of personal and/or social concern. (Op-All)
X 32 21.20	Counseling with Parents--A counseling process in which parents are helped to understanding themselves, to understand their children, and to assist and plan with their children and teachers more effectively. (Rec-All)
X 32 21.30	Consultant Service to Staff Members--Services provided teachers and other staff members to enhance their knowledge, understanding, and effectiveness in guidance and counseling of pupils. (Rec-All)
X 32 21.31	Assistance with Individual Pupils--Services provided teachers and other staff members to assist them in their work with specific individual pupils. (Op-All)
X 32 21.32	Inservice Education on Guidance Services--Those formal activities organized for extending and broadening the knowledge, understanding, and skills of teachers and other staff members involved in aspects of the guidance services. This includes imparting information about guidance techniques and referral processes. (Op-All)
X 32 21.33	Program Development for Guidance Services--The planning and implementation of those activities, functions, and services in the guidance program which are considered necessary to meet the needs of pupils. (Op-All)
X 32 21.39	Other Consultant Services--Consultant services to staff members, concerning guidance and counseling, other than those identified under items X3221.31 to X3231.33. (Op-All) Any such service should be specified.
X 32 21.40	Pupil Appraisal Services--Those activities, having as their purpose an evaluation of pupil behavior, which are used in administration, instruction, and guidance and which assist in evaluating the purposes and progress of career development and personality fulfillment of individual pupils. (Rec-All) Test records and many other materials used for pupil appraisal usually are included in each pupil's commulative record.
X 32 21.50	Information Services--Activities organized for the dissemination of educational, occupational, and personal-social information to help acquaint pupils with the curriculum and with educational and vocational opportunities and requirements. Such information might be provided directly to pupils through activities such as group or individual

guidance, or it might be provided indirectly to pupils, being distributed first to staff members or parents. (Rec-Sec, C, A)

X 32 21.51 Educational Information--Information, concerning immediate and future educational plans, provided pupils individually, in groups, or through staff members or parents. (Op-Sec, C, A)

X 32 21.52 Occupational Information--Information, concerning immediate and long-range occupational plans, provided pupils individually, in groups, or through staff members or parents. (Op-Sec, C, A)

X 32 21.53 Personal and Social Information--Information concerning personal and social concerns of pupils, provided to pupils individually, in groups, or through staff members or parents. (Op-Sec, C A)

X 32 21.60 Maintenance and Interpretation of Cumulative Records of Individual Pupils--Activities organized for the compilation, maintenance, and interpretation of cumulative records of individual pupils, (Rec-All) including systematic consideration of factors such as the following:

X 32 21.61 Home and Family Background--(Op-All)
X 32 21.62 Physical and Medical Status--(Op-All)
X 32 21.63 Standardized Test Results--(Op-All)
X 32 21.64 Personal and Social Development--(Op-All)
X 32 21.65 School Performance--(Op-All)
X 32 21.69 Other Factors--(Specify.) (Op-All)

X 32 21.71 Placement Service--Activities organized to help place pupils in appropriate educational situations while they are in school, in appropriate part-time employment while they are in school, and in appropriate educational and occupational situations after they leave school. This includes, for example, followup communications with employers concerning the performance of former pupils. (Rec-Sec, C, A)

X 32 21.72 Followup and Evaluation Services--Activities organized to determine what is happening to pupils while they are in school and after they have left school (either as graduates or dropouts) so that the instructional program (including the guidance services) may be examined in terms of the effect it has had on the lives of pupils. (Rec, Sec, C, A)

32. SERVICES SUPPORTING INSTRUCTION (continued)

X 32 21.80	Financial Aid Services--Activities intended to assist pupils in paying their educational expenses. Financial aid may take forms such as scholarships, fellowships, grants-in-aid, loans, employment, and cooperative housing. (Rec-Sec, C, A)
X 32 21.91	Referral for Additional Guidance Services--Regularly established procedures intended to inform pupils about, and help them obtain, one or more aspects of guidance services which are not provided by the school or, in some instances, by the school system. (Rec-Sec, C, A)
X 32 21.99	Other Guidance Services--Guidance services other than those identified under items X3221.10 to X3221.91. (Rec-Sec, C, A) Any such service should be specified.
X 32 22.	Health Services (1,2)
	Health services include the activities of providing medical, dental, psychiatric, and nurse services. (Rec-All) Among the possible health services provided for pupils are the following:
X 32 22.01	Compilation, Maintenance, and Use of Pupil Health Records--(Op-All)
X 32 22.10	Health Appraisal--Including: (Op-All)
X 32 22.11	Vision Screening
X 32 22.12	Hearing Screening
X 32 22.13	Periodic Physical Examinations
X 32 22.14	Tuberculosis Testing
X 32 22.19	Other Screening and Laboratory Testing Practices--Exclusive of measurement of height and weight.
X 32 22.21	Nurse Services--(Op-All)
X 32 22.22	Provision of Care of Emergency Illness and Injury--(Op-All)
X 32 22.30	Inservice Education on Health Services--Those formal activities organized for extending and broadening the knowledge, understanding, and skills of teachers and other staff members involved in aspects of the health services. (Op-All)
X 32 22.40	Health Counseling for Individual Pupils--(Op-All)
X 32 22.50	Communications to Parents about Health Problems of Pupils--Followup of school-identified deficiencies

or defects, and/or a program of education or information for parents about general pupil health. (Op-Elem, Sec, C)

X 32 22.60 Dental Services--(Op-All)

X 32 22.61 Dental Screening
X 32 22.62 Dental Care--E.g., cleaning, filling of cavities.
X 32 22.69 Other Dental Services--E.g., orthodontia.

X 32 22.70 Psychiatric Services--Including the activities of the psychiatrist and psychiatric social worker. (Op-All)

X 32 22.81 Immunization Program--One or more immunizations required and/or provided. (Op-All)

X 32 22.82 Prevention and Control of Communicable Diseases--Other than through the immunization program. (Op-All)

X 32 22.83 Adjusting Programs to Health Needs of Individual Pupils--(Op-All)

X 32 22.84 Promoting a Healthful School Environment--(Op-All)

X 32 22.85 Food Program for Needy Children--E.g., school breakfast program and school lunch program. (Op-Elem, Sec)

X 32 22.86 Referral for Diagnosis or Treatment--Regularly established procedures for informing pupils about, and helping them obtain, diagnosis or treatment not provided by the school or, in some instances by the school system. (Op-All)

X 32 22.90 Other Health Services--Health services for pupils other than those identified under items X3222.01 to X3222.86. (Op-All) Any such health service should be specified.

X 32 23. School Psychological Services (1,2)

School psychological services include the activities of administering psychological tests, interpreting the results of psychological tests, working with other staff members in planning programs to meet the needs of pupils as indicated by psychological tests, and planning and managing a program of psychological services for the school or school system. (Rec-Sec, C, A) Possible psychological services provided by the school for pupils include the following:

X 32 23.10 Administering Psychological Tests--Direction and management of psychological testing, including administration of standardized tests and inventories of ability, aptitude, achievement, interests, and personality. (Op-Sec, C, A)

32. SERVICES SUPPORTING INSTRUCTION (continued)

X 32 23.20	Interpreting Results of Psychological Testing--Analyzing the results of group and/or individual psychological tests in order to interpret pupils' intellectual, emotional, and social development. (Op-Sec, C, A)
X 32 23.30	Psychotherapy--A process that takes place when there is a relationship between a staff member as counselor and a pupil as counselee in which the pupil is helped to perceive, clarify, solve, and resolve adjustment problems. (Op-Sec, C, A)
X 32 23.40	Working with Other Staff Members--Collaborating with other school staff members in planning appropriate educational programs for individuals and groups of pupils and assisting them with specific pupil problems of a psychological nature. (Op-Sec, C, A)
X 32 23.50	Referral of Pupils for Further Diagnosis or Treatment--Sending or directing pupils to other persons or agencies for further diagnosis or treatment. (Op-Sec, C, A)
X 32 23.90	Other Psychological Services--Psychological services other than those identified under items X3223.10 to X3223.50. (Op-Sec, C, A) Any such service should be specified.
X 32 24.	Speech Pathology and Audiology Services (1,2) Speech pathology and audiology services include those activities which have as their purpose the identification, assessment, and treatment of children with impairments in speech, hearing, and language. The two service areas are interrelated. (Op-All)
X 32 24.10	Speech Pathology Services--Activities organized for the identification of children with speech and language disorders, diagnosis and appraisal of specific speech and language disorders, referral for medical or other professional attention necessary to the habilitation of speech and language disorders, and counseling and guidance of children, parents, and teachers as appropriate to the habilitation of speech and language. (Op-All)
X 32 24.20	Audiology Services--Activities organized for the identification of children with hearing loss; determination of the range, nature, and degree of hearing function; referral for medical or other professional attention as appropriate to the habilitation of hearing; language habilitation; auditory training, speech reading, lipreading, and speech conservation as necessary; creation and administration of programs of hearing conservation; and counseling and guidance of children, parents, and teachers as appropriate. (Op-All)

32. SERVICES SUPPORTING INSTRUCTION (continued)

X 32 25. School Attendance and Social Work Services (1,2)

School attendance and social work or "visiting teacher" services include those activities which have as their purpose the improvement of the attendance of pupils at school and the performance of school social work activities dealing with the problems of pupils which involve the home, school, and community. (Rec-All)

X 32 25.10 Attendance Services--Activities such as prompt identification of patterns of nonattendance, promotion of positive pupil and parental attitudes toward attendance, analysis of causes of nonattendance, early action on problems of nonattendance, and enforcement of compulsory attendance laws. (Rec-Elem, Sec) (See also Handbook IV[14] item 2103.01.)

X 32 25.20 School Social Work Services--Activities such as investigating and diagnosing pupil problems arising out of the home, school, or community; casework services for the child, parent, or both; interpreting the problems of pupils for other staff members; and promoting modification of the circumstances surrounding the individual pupil which are related to his problem insofar as the resources of the family, school, and community can be effectively brought to bear upon the problem. (Rec-All) (See also Handbook IV,[14] item 2103.02.)

X 32 29. Other Pupil Personnel Services (1,2)

Pupil personnel services other than those identified under items X3221 to X3225. (Rec-All) Any such service should be specified.

X 32 30. Services for Instructional Staff (1,2)

Items under this heading may be used to describe aspects of services for the instructional staff which are provided for instructional staff members of the school or school system. Among these services are school library services, audiovisual services, instructional supervision services, and inservice education.

X 32 31. School Library Services (1,2)

School library services for instructional staff members includes activities such as selecting, acquiring, preparing, cataloging, and circulating books and other printed

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[14] Allan R. Lichtenberger and Richard J. Penrod. Op. Cit.

32. SERVICES SUPPORTING INSTRUCTION (continued)

materials; planning the use of the library by teachers and other members of the instructional staff; and guiding instructional staff members in their use of library books and materials, whether maintained separately or as a part of an instructional materials center. (Rec-All) Included are facilities for the library materials center and the related work study areas, related equipment and supplies, and services provided by school library personnel. Among significant school library materials and services for instructional staff members are the following:

X 32 31.10 Selection, Acquisition, and Preparation of New Materials for Instructional Staff--(Op-All)

X 32 31.20 Consultant Service to Instructional Staff--(Op-All)

X 32 31.30 Guidance in Selection of Books and Materials--(Op-All)

X 32 31.40 Reference Materials and Services--(Op-All)

X 32 31.50 Circulation Materials and Services--Including materials delivery service. (Op-All)

X 32 31.90 Other Library Services--(Specify) (Op-All)

X 32 32. Audiovisual Services (1, 2)

Audiovisual services for instructional staff members include activities such as preparing, caring for, and making available to members of the instructional staff the equipment, films, transparencies, tapes, scripts, and other similar materials, whether maintained separately or as a part of an instructional materials center. Included are facilities for the audiovisual center and related work-study areas, related equipment and supplies, and services provided by audiovisual personnel. (Rec-All) Among significant audiovisual services for instructional staff members are the following:

X 32 32.10 Consultant Service to Instructional Staff--(Op-All)

X 32 32.20 Materials, Equipment, and Services for Viewing--(Op-All)

32. SERVICES SUPPORTING INSTRUCTION (continued)

X 32 32.30 Materials, Equipment, and Services for Listening--(Op-All)

X 32 32.40 Circulation Services--Including materials delivery service. (Op-All)

X 32 32.50 Selection, Acquisition, and Preparation of New Materials--Including classifying, cataloguing, and processing of materials from commercial sources. (Op-All)

X 32 32.60 Preparation of School-produced Materials--Including mounting pictures, preparing overhead transparencies, photo copying, and tape duplicating. (Op-All)

X 32 32.90 Other Audiovisual Services--(Specify.) (Op-All)

X 32 33. Curriculum Laboratory (1, 2)

A curriculum laboratory is a facility where special assistance is provided to members of the instructional staff in planning and preparing for instruction. (Op-All) Among materials usually available in a curriculum laboratory for reference and use are representative textbooks, curriculum guides (or, "courses of study"), sample teaching units (or, "units of work"), tests, and selected audiovisual equipment and supplies.

X 32 34. Other Resource Services (1, 2)

Resource services--other than school library services, audiovisual services, and a curriculum laboratory--by which materials and supplies are made available or are provided for members of the instructional staff. (Op-All) Any such resource service should be specified.

X 32 35. Instructional Supervision Services (1, 2)

Instructional supervision services of the school or school system include the activities by which central administrative personnel, principals, and/or supervisory personnel provide personal leadership, guidance, and expertness to members of the instructional staff for the purpose of improving instruction. (Op-All) Among services provided for individuals or groups are assistance with planning, assistance in understanding pupils, assistance with development

32. SERVICES SUPPORTING INSTRUCTION (continued)

of skills and/or techniques of instruction, assistance with research activities, and direction of inservice education activities.

X 32 35.10 Assistance with Planning--(Op-All)

X 32 35.20 Assistance in Understanding Pupils--(Op-All)

X 32 35.30 Assistance with Development of Skills and/or Techniques of Instruction--(Op-All)

X 32 35.40 Assistance with Evaluation--(Op-All)

X 32 35.50 Assistance with Research Activity--(Op-All)

X 32 35.60 Direction of Inservice Education Activity--(Op-All) Inservice education activities are identified under item X3236.

X 32 35.90 Other Supervision Services--Instructional supervision services other than those identified under items X3235.10 to X3235.60. (Op-All) Any such service should be identified

X 32 36. Provisions for Inservice Education (1, 2)

Inservice education for the instructional staff includes systematized activities promoted, directed, or approved by a school system or school that contribute to the professional or occupational growth and competence of members of the instructional staff during the time of their service to the school system or school. (Op-All) Among these activities are workshops, demonstrations, school visits, courses for college credit, sabbatical leaves, and travel leaves.

X 32 36.01 Workshop--An inservice education activity, without a set program, providing opportunity for teachers, supervisors, administrators and, sometimes, consultants to explore together various problems in curriculum and instruction. (Op-All) Frequently workshops include sessions for planning, working, summarizing, and evaluating.

X 32 36.02 Institute--An arrangement for lectures and discussion sessions on a limited subject or theme, usually more intensive than a conference but less elaborate than a workshop. (Op-All)

32. SERVICES SUPPORTING INSTRUCTION (continued)

X 32 36.03	Conference--A meeting of a group of teachers, and/or administrators, often with a consultant specialist from outside the school system, to consider a predetermined subject related to the curriculum and instruction of the school system. (Op-All) When there is a maximum of individual participation in the exchange of ideas, such an activity might be referred to as a "seminar."
X 32 36.04	Payment of Expenses to Professional Meetings--Expenses paid (in full or in part) by the school system for attendance at workshops, institutes, and/or conferences not provided by the school system. (Op-All)
X 32 36.05	Demonstration--An activity in which an individual, in the role of a teacher, works with a group of pupils in the presence of other staff members to show the others how to use certain methods or techniques of instruction. (Op-All)
X 32 36.06	Lecture--An activity in which a member of the staff or a consultant gives an oral presentation of facts or principles related to curriculum and instruction. (Op-All) A lecture may or may not be followed by a period for questioning or discussion.
X 32 36.07	Committee Project--An activity carried on over a period of time by a group of teachers, supervisors, and/or administrators to investigate in depth and develop solutions for a significant problem related to curriculum and instruction. (Op-All)
X 32 36.08	Group Study Activity--An activity carried on over a period of time by a group of teachers, supervisors, and/or administrators to develop greater knowledge, understanding, and insights into particular problems related to curriculum and instruction; to develop a possible solution to the problems; and to implement and test the solutions. (Op-All)
X 32 36.11	Staff Meetings--Meetings of the principal, teachers, other members of the instructional staff, and others to consider problems related to curriculum and instruction. (Op-All)
X 32 36.12	School Visit--An activity in which a teacher visits for a day a class in another school to observe teaching methods and to discuss various aspects of instruction. (Op-Elem, Sec)

32. SERVICES SUPPORTING INSTRUCTION (continued)

X 32 36.13 Helping Teacher Services--An activity of one or more staff members directed primarily to assisting various teachers in their classrooms to improve their teaching techniques. (Op-Elem, Sec)

X 32 36.14 Television Program for Inservice Education--An activity whereby television programs concerning some phase of inservice education are developed at a central location and transmitted by television to teachers in their various schools, usually prior to or following the usual period of daily instruction. (Op-Elem, Sec) If such an activity constitutes a course for college credit, it should be included under item X3236.15.

X 32 36.15 College Course--Instruction provided by a college or university in cooperation with the school system, so that college credit or credit toward a salary increment is awarded for the satisfactory completion of the work. (Op-All)

X 32 36.16 Payment of Tuition--Payment of college tuition and, possibly, other expenses for preparation resulting in certification or strengthening in an area of need to the school system. (Op-All)

X 32 36.17 Sabbatical Leave--A leave of absence with full or partial remuneration, following a designated number of consecutive years of service, providing members of the instructional staff with opportunity for self-improvement through activities such as graduate study, occupational experience or training, travel, writing, and recuperation. (Op-All)

X 32 36.18 Leave Without Pay--A leave of absence without remuneration. (Op-All)

X 32 36.90 Other Provisions for Inservice Education--Provisions for inservice education, other than those identified under items X3236.01 to X3236.18, which are provided for staff members of the school or school system. (Op-All) Any such provision should be specified.

X 32 39. Other Services for Instructional Staff (1,2)

Services other than those identified under items X3231 to X3236 which are provided for members of the instructional staff e.g., health services, and services of nonprofessional and nonteaching staff members such as educational secretaries and teacher aides who assist with correspondence, recordkeeping,

32. SERVICES SUPPORTING INSTRUCTION (continued)

duplicating instructional materials, and other routine administrative activities. (Rec-All) Any such service should be specified.

X 32 40. Research and Statistical Services (1,2)

Items under this heading may be used to describe aspects of the research and statistical services of the school system or school. (Op-All)

X 32 40.10 *Research Services*--Activities organized to promote, facilitate, and conduct action research, operational research, and/or basic research. (Op-All) For combinations of aspects of these types of research, each type included should be identified.

X 32 40.11 *Action Research*--The type of research activity usually concerned with instructional problems for which immediately applicable findings are sought. (Op-All)

X 32 40.12 *Operational Research*--The type of research activity usually concerned with identifying and planning for administrative problems such as projected populations, the number of pupils to be served, the number of classrooms to be required, and financial requirements. This sometimes is referred to as *applied research*. (Op-All)

X 32 40.13 *Basic Research*--The type of research activity, usually based on a theoretical rationale, in which immediate applicability of findings is not of major concern. (Op-All)

X 32 40.20 *Evaluation Services*--Activities organized to assist staff members in the evaluation of school practices with the purpose of improving the quality of such practices. (Op-All)

X 32 40.30 *Statistical Services*--Activities organized to assist staff members in the process of collection, organization, analysis, and dissemination of information about the education system for purposes of comparison, determination of current status, and projection. (Op-All)

X 32 40.40 *Data Processing Services*--Activities organized to assist Staff members through the systematic collecting, processing, and reporting of various kinds of educational information. (Op-All) These services include the utilization of data processing techniques and its related processes to facilitate a data system of information collection, storage, and retrieval. It provides a means of relieving the staff of routine duties, provides management with the means for making administrative decisions, and stimulates the ongoing process of research and analysis.

X 32 40.50 Coordination of Information about Individual Schools--Activities organized to assist the various schools of the system in collecting uniform information with accuracy; to gather information from the schools at central location for processing, storage, and retrieval; to develop school and school system norms for standardized tests; and to transmit relevant processed information back to the various schools. (Op-All)

X 32 40.90 Other Research and Statistical Services--Research and statistical services, other than those identified under items X3240.10 to X3240.50, which are provided by the school or school system. (Op-All) Any such service should be specified.

X 32 50. Information Services (1,2)

Activities organized to inform the public about the condition and progress of education in the school or school system, utilizing personal presentation, publications, the press, radio, television, and other channels of communication. (Op-All)

X 32 60. Community Services (1,2)

Items under this heading may be used to describe activities outside the usual elementary, secondary, college, and adult education programs which the school or school system provides on a continuing basis for the needs of the community as a whole or for some segment of the community. (Rec-All) Among services provided for the community are the following:

X 32 60.01 Identification of the Community Needs and Interests--(Op-All)

X 32 60.02 Community Recreation Programs--(Op-All)

X 32 60.03 After School Activities for Pupils--E.g., extended day activities for pupils with working mothers, and organized playground activities. (Op-Elem, Sec)

X 32 60.04 Tutoring and Homework Help Program--E.g., after school tutoring and homework assistance to pupils of one or more schools, in a given school or at separate study centers. (Op-Elem, Sec)

32. SERVICES SUPPORTING INSTRUCTION (continued)

X 32 60.05 Library Service to Public--(Op-All)

X 32 60.06 Community Welfare Activities--(Op-All)

X 32 60.07 Programs for Custodial and Detention Care of Children--(Op-Elem, Sec)

X 32 60.08 Civic Activities--E.g., lectures, concerts, exhibitions, and seminars. (Op-All)

X 32 60.11 Services for Nonpublic School Pupils--On a continuing basis. (Op-All)

X 32 60.12 Facilities Designed for Community Use as well as for School Use--(Op-All)

X 32 60.13 Facilities Available for Community Use-- (Op-All)

X 32 60.20 Coordination with Community Agencies--The manner in which activities of the school system are coordinated with the activities of community agencies providing services related to the following: (Op-All)

- X 32 60.21 Employment Agencies--(Op-Sec, C, A)
- X 32 60.22 Recreation Agencies--Including agencies dealing with the fine arts. (Op-All)
- X 32 60.23 Health and Welfare Agencies--Including activities of any formal health council and any agency providing guidance services. (Op-All)
- X 32 60.24 The Courts of Law--(Op-All)
- X 32 60.29 Other Community Agencies--(Specify.) (Op-All)

X 32 60.90 Other Community Services--(Specify.) (Op-All)

X 32 70. Ancillary Services (1, 2)

Items under this heading may be used to describe aspects of various auxiliary services provided by a school or school system, such as food services and pupil transportation services. (Op-All)

X 32 71. Food Services (1, 2)

Food services include those activities which have as their purpose the management of the food services program of the school or school system and the preparation and serving of regular and incidental meals, lunches, or snacks in connection with school activities. (Op-All) Included are facilities for the cafeteria and any other food preparation area; related equipment and supplies (including vending machines); and services provided by food services personnel.

X 32 71.10 Regular Meals and Snacks--Including breakfast and lunch. (Op-All)

X 32 71.20 Incidental Meals and Snacks--E.g., milk in the middle of the morning. (Op-All)

X 32 71.90 Other Food Services--(Specify.) (Op-All)

X 32 72. Pupil Transportation Services (1, 2)

Pupil transportation services include those activities which have as their purpose the conveyance of pupils to and from school activities, either between home and school or on trips related to school activities. (Op-All) If a school or school system provides transportation services to more than one group of pupils--e.g., to public school pupils, nonpublic school pupils, tuition pupils, nontuition pupils, and pupils in programs of special education--separate records should be kept for each group of pupils. Among pupil transportation services are the following:

X 32 72.10 Transportation between Home and School--(Op-Elem, Sec)

X 32 72.20 Field Trips Related to School Activities--(Op-Elem, Sec)

X 32 72.30 Bus Transportation Safety Education for Pupils--(Op-Elem, Sec)

X 32 72.90 Other Pupil Transportation Services--(Specify.) (Op-All)

X 32 79. Other Ancillary Services (1, 2)

Ancillary services, other than those identified under items X3271 and X3272 which are provided by the school or school system. (Op-All) Any such service should be specified.

COMMUNITY RESOURCES (1, 2)
X 33 00 Series

Information about outstanding or significant community resources which are available to a school or school system may be included under this heading. (Op-Elem, Sec) These resources include the facilities, agencies, businesses, and persons in the community outside the schools that may be, or are, used by the schools for their educative values, e.g., theaters, parks, playgrounds, libraries, art galleries, museums, zoos, planetariums, botanic gardens, universities, churches, Boy Scouts, service clubs, social-service agencies, industries, and individuals, including representatives of various occupational groups, cultural groups, and civic organizations.

LOCATION OF INSTRUCTION (OR SERVICE) (2, 3, 4, 5)
X 34 00 Series

Items of information under this heading may be used to describe the location and nature of the facility or facilities used for instruction and for services supporting instruction--e.g., a school facility, a hospital, and the home of a pupil--and to identify the location of the room or other teaching space into which a section is scheduled. If appropriate, identification may be made of those classes considered as "extension classes," and of locations used for outdoord education. Any special or unique built-in equipment should be identifiable with the teaching space.

X 34 10.10 School Facility or Facilities--One or more buildings or sites belonging to or used by a school or school system for school purposes. In identifying a section, the room number or other teaching space designation should be given.

X 34 10.11 Location in Given School--Identification of the room or other teaching space, when the section is scheduled into the facilities of the given school. (Rec-All) The room number or other teaching space designation should be given.

X 34 10.12 Location in Other School in Same School System--The room or teaching space, in another school of the same school system, into which the section is scheduled. (Rec-All)

X 34 10.13 Location in School in Another School System--The room or teaching space, in a school of another school system, into which the section is scheduled. (Rec-All)

X 34 10.20 Home of Pupil--The home or residence of a pupil. (Rec-All) For local use in designating a section, the specific home or residence should be identified.

34. LOCATION OF INSTRUCTION (OR SERVICE) (2, 3, 4, 5) (continued)

X 34 10.40 Hospital--A building or site belonging to or used by a hospital, sanatorium, convalescent home, or mental health clinic. (Rec-All) For identifying a section, the specific institution and room number or other space designation should be given.

X 34 10.90 Other Nonschool Location--Identification of a location other than those included under items X3410.10 to X3410.40. (Rec-All)

FACILITIES (2, 4, 5)
X 35 00 Series

A facility is a piece of land, a building site, a building, or a part of a building. Items of information under this heading may be used to describe school sites and buildings and the portions of these sites and buildings utilized as instructional space.

X 35 10. Facilities of School (2)

The quantity and description of buildings and sites belonging to or used by a school for instruction and services supporting instruction. (Op-All) Items of information appropriate for describing school facilities--that is, the sites and buildings, including built-in equipment--are included in Handbook III, Property Accounting for Local and State School Systems. 15/

X 35 20. Instructional Space for Self-contained Class, Course, or Co-Curricular Activity (4, 5)

The nature of the instructional space planned, available, or utilized for a self-contained class, course, or cocurricular activity, e.g., regular classroom (permanent walls), laboratory room, shop room, and gymnasium. In addition, it may be desirable to specify (a) the subject area, purpose, or activity for which the space is designed or appropriate, (b) the number of pupil stations16/, and (c) the area in square feet for each instructional space, including any storage and other service areas opening into and serving as adjuncts to this particular space.

15/ Paul L. Reason and George G. Tankard, Jr. op. cit.

16/ A pupil station is defined as a specific accommodation for one pupil in an instructional space. A pupil station may be, for example, a seat in a classroom or a space in a laboratory.

35. FACILITIES (continued)

X 35 20.10	Regular Instructional Spaces--Instructional spaces designed, or adapted, in such a manner that they can be used to house any class that does not require special built-in equipment tailored to its specific needs. (Op-All)
X 35 20.11	Regular Classroom (Permanent Walls)--An instructional space--having permanent walls--which is designed, or adapted, in such a manner that it can be used to house any class that does not require special built-in equipment tailored to its specific needs. (Op-All)
X 35 20.12	Regular Classroom (Movable Partitions)--An instructional space--having, as one or more walls, partitions which can be moved without requiring special skill to include the room in a larger instructional space--which is designed, or adapted, in such a manner that it can be used to house any class that does not require special built-in equipment tailored to its specific needs. (Op-All)
X 35 20.13	Large Group Instructional Space--An instructional space considerably larger than the usual classroom which may be used for instructing more pupils than are in the usual group. Should this space be composed of two or more regular classrooms having movable partitions, information as to number of classrooms or spaces should be included under item X3520.12. (Op-All)
X 35 20.14	Small Group Instructional Space--An instructional space considerably smaller than the usual classroom which is designed or adapted for instructing fewer pupils than are in the usual group, e.g., a room used for seminars. (Op-All)
X 35 20.20	Special Instructional Spaces--Instructional spaces designed, or provided with special built-in equipment, for specialized learning activities, e.g., kindergarten rooms, laboratories, and shops. (Op-All)
X 35 20.21	Kindergarten Room--A special instructional space designed, or provided with special built-in equipment, for used by a group or class that is organized to provide educational experiences for children for the year or years preceding the first grade. (Op-Elem)
X 35 20.22	Laboratory Room--A special instructional space designed, or provided with special built-in equipment, for pupil participation in learning activities involving scientific or applied experimentation, e.g., a laboratory in one of

the sciences, mathematics, languages, or practical or performing arts. (Op-All)

X 35 20.23 Shop Room--A special instructional space designed, or provided with special built-in equipment, for developing manipulative and related skills. (Op-Sec, C, A) The type of shop room should be specified.

X 35 20.24 Home Economics Room--A special instructional space designed, or provided with special built-in equipment, for learning activities involving such things as the selection, preparation, serving, conservation, and storage of food; the selection, care, renovation, and making of clothing; the care and guidance of children; the selection, use, and conservation of home equipment; and the selection and care of the house and its furnishings. (Op-Sec, C, A)

X 35 20.25 Music Room--A special instructional space designed, or provided with special built-in equipment, for learning activities involving choral and instrumental music. (Op-All) The areas of practice rooms, robe rooms, music library rooms, and instrument storage rooms serving as adjuncts to music rooms are included in the total area of music rooms for the school but are not counted directly under this general heading as individual music rooms; if counted, they should be treated as separate subitems under this general heading.

X 35 20.26 Special Instructional Space for Exceptional Children--An instructional space designed, or provided with special built-in equipment, specifically for accommodating classes organized for the particular purpose of providing instruction to exceptional children, e.g., classrooms for pupils who are partially seeing, hard of hearing, or crippled. (Op-Elem, Sec, A) Types of pupils served are identified under item X0950 and should be specified.

X 35 20.29 Other Special Instructional Space--An instructional space designed, or provided with special built-in equipment, for some specific type of learning activity not included under items X3520.21 to X3520.26, e.g., an instructional space having special built-in equipment for art, business education, or distributive education. (Op-All) Any such special instructional space should be specified.

X 35 20.30 Other Instructional Spaces--Instructional spaces, other than the regular and special instructional spaces included under items X3520.10 to X3520.20, that have been specifically designed, or adapted, to accommodate some form of instructional activity and which are available for such purposes, e.g., libraries, study halls, separate audiovisual areas, research laboratories (not classroom laboratories), museums, auditoriums, gymnasiums, and multipurpose rooms. (Op-All)

X 35 20.31 School Library--An instructional space designed, or adapted, as a place for study and reading, and the custody, circulation, and administration of a collection of books, manuscripts, and periodicals kept for the use of the student body, but not for sale. (Op-All) Study carrels, audiovisual, storage, and other service areas opening into, and serving as adjuncts to, a particular library are considered parts of the library area. Audiovisual areas which do not open into, and are not adjuncts of, the library are recorded under item X3520.33, Audiovisual Room.

X 35 20.32 Study Hall--An instructional space designed, or adapted, for housing one or more pupils engaged in individual study of an informal nature of the lessons or assignments received in their self-contained classes or courses, including any study carrels which open into a study hall. (Op-All) A study carrel is considered to be a part of the room into which it opens and which it serves, e.g., a study hall, library, regular instructional space, or laboratory (see also item X3520.41).

X 35 20.33 Audiovisual Room--An instructional space designed, or provided with special built-in equipment, for audiovisual material storage, screening, and listening that is separate from the school library and does not serve as an adjunct to another room or area. (Op-All)

X 35 20.34 Auditorium--An instructional space designed and constructed with a built-in stage, and sloping floor of fixed seating, for use as an assembly center. (Op-All) Any similar area utilized for large group instruction should be included under this heading and identified separately. A "little theatre" for instruction and other activities in areas such as dramatics and forensics should not be included here, but should be included under item X3520.22 Laboratory Room.

X 35 20.35 Gymnasium--An indoor instructional space designed, or adapted, specifically for most physical education activities. (Op-All) Regular or special instructional spaces used in connection with the gymnasium are

	recorded individually as regular or special instructional spaces and not as part of the gymnasium. Special instructional spaces for swimming and for outdoor physical education are included under items X3520.89 and X3520.99.
X 35 20.36	Gymnatorium--An instructional space designed, or adapted, specifically for the combined functions that might normally be served by a separate gymnasium and a separate auditorium. (Op-All) See also definitions of auditorium under item X3520.34 and gymnasium under item X3520.35.
X 35 20.37	Cafetorium--An instructional space designed, or adapted, specifically for the combined functions that might normally be served by a separate cafeteria and a separate auditorium. (Op-All) See also definitions of auditorium under item X3520.34 and cafeteria in the glossary.
X 35 20.38	Multipurpose Room--An instructional Space designed, or adapted, specifically for two or more of the combined functions that might normally be served by a separate library, separate audiovisual room, separate auditorium, separate gymnasium, separate gymnatorium, separate cafetorium, or separate cafeteria, such as assemblies, physical education, lunch, music, clubs, audiovisual work, and library services. (Op-All) Separate gymnatoriums and cafetoriums are not classified as multipurpose rooms. See also definitions under items X3520.31, X3520.32, X3520.33, X3520.34, X3520.35, X3520.36, X3520.37, and the definition of cafeteria or lunchroom in the glossary.
X 35 20.41	Study Carrel--A small enclosure or alcove designed for individual study or reading. (Op-All) A study carrel is considered to be a part of the room into which it opens and which it serves, e.g., a study hall, library, regular classroom, or laboratory. In addition, it may be separately identified as a study carrel.
X 35 20.89	Miscellaneous Indoor Instructional Space--Any instructional space in a building that is not classifiable under items X3520.10 through X3520.38, such as research laboratory (not classifiable under item X3520.22), bowling alley, indoor swimming pool, indoor rifle range, and museum. (Op-All) The type of instructional space should be specified.
X 35 20.99	Miscellaneous Outdoor Instructional Space--Any outdoor instructional space such as an outdoor physical education

area, outdoor swimming pool, outdoor play area, school camp, and garden. (Op-All) The type of instructional space should be specified.

INSTRUCTIONAL EQUIPMENT AND SUPPLIES (3, 4, 5)
X 36 00 Series

Items of information under this heading may be used to identify general types of equipment (built-in or movable) and supplies utilized in instruction, e.g., types of reading materials, visual equipment and supplies, audio equipment and supplies, audiovisual equipment and supplies, and equipment and supplies for a specific activity. If desired, specific information may be included under each heading to indicate types, manufacturers, model numbers, quantities, and other pertinent details as appropriate. For accounting purposes, it may be desirable to differentiate among those materials which are classified as built-in equipment[17], movable equipment [18], and supplies[19] (see also Handbook III[20]).

X 36 10. Reading Materials (3, 4, 5)

Written or printed matter intended to be read for purposes such as developing or improving reading skills, gathering information, and leisure, e.g., periodicals, reference books, textbooks, workbooks and written programmed materials. This includes materials written in braille for blind pupils.

X 36 10.10 Newspapers--(Op-All)

X 36 10.20 Pamphlets and Documents--(Op-All)

X 36 10.30 Periodicals--(Op-All)

17/ Built-in Equipment--Equipment that is an integral part of the building or grounds and permanently attached thereto.

18/ Movable Equipment--Equipment that is transportable from one location to another, without appreciable damage or change to the location from which it is removed or to the location where it is installed.

19/ Supply--A material item of an expendable nature that is consumed, worn out, or deteriorated in use; or one that loses its identity through fabrication or incorporation into a different or more complex unit or substance.

20/ Paul L. Reason and George G. Tankard, Jr. op. cit.

36. INSTRUCTIONAL EQUIPMENT AND SUPPLIES (3, 4, 5) (continued)

X 36 10.40	Reference Books--E.g., dictionaries, encyclopedias, and library books. (Op-All)
X 36 10.50	Study Guides--Written, printed, or duplicated directions or questions used by pupils in independent study. (Op-All)
X 36 10.60	Textbooks--Other than programed texts, which should be included under item X3610.80. (Op-All)
X 36 10.70	Workbooks--Other than programed workbooks, which should be included under item X3610.80. (Op-All)
X 36 10.80	Written Programed Materials--Other than textbooks and workbooks. (Op-All)
X 36 10.90	Other Reading Materials--(Op-All)
X 36 20.	Visual Equipment and Supplies (3, 4, 5) Devices and related supplies--other than reading materials (see item X3610) and exclusive of audiovisual materials (see item X3640)--by means of which learning is enhanced through the sense of sight, e.g., chalkboards, filmstrips, globes, overhead projectors, and picture sets.
X 36 20.10	Cameras--Including still and motion picture cameras. (Op-All)
X 36 20.21	Chalkboards--(Op-All)
X 36 20.22	Display Boards and Display Cases--Including flannel board, feltboard, magnetic board, tackboard, and hook and loop. (Op-All)
X 36 20.31	Flimstrips and/or Slides--Including projectors, films, and transparencies. (Op-All) Any such equipment and supplies used only in conjunction with recordings on records or magnetic tape should be included under item X3640, Audiovisual Equipment and Supplies.
X 36 20.41	Globes--(Op-All)
X 36 20.42	Maps, Graphs, and/or Charts--Including flipcharts--(Op-All)
X 36 20.50	Motion Pictures (Silent)--Including films, viewers, and projectors used only for silent motion pictures. (Op-All)
X 36 20.60	Picture Sets and Study Prints--Including mounted and unmounted pictures. (Op-All)

36. INSTRUCTIONAL EQUIPMENT AND SUPPLIES (continued)

X 36 20.70 Projection Screens--(Op-All)

X 36 20.81 Opaque Projectors--(Op-All)

X 36 20.82 Overhead Projectors--Including related transparencies and overlays. (Op-All)

X 36 20.90 Other Visual Equipment and Supplies--Including experience charts and flash cards. (Op-All) Any such equipment or supply may be specified.

X 36 30. Audio Equipment and Supplies (3, 4, 5)

Devices and related supplies--exclusive of audiovisual materials (see item X3640)--by means of which learning is enhanced through the sense of hearing, e.g., a radio, record player, and tape recorder.

X 36 30.10 Dictating Machine--Including accompanying tapes, discs, or cylinders. (Op-All)

X 36 30.20 Radio--(Op-All)

X 36 30.30 Record Player--Including accompanying discs. (Op-All)

X 36 30.40 Tape Recorder--Including accompanying recording tape. (Op-All)

X 36 30.90 Other Audio Equipment and Supplies--Including headphones. (Op-All)

X 36 40. Audiovisual Equipment and Supplies (3, 4, 5)

Devices and related supplies by means of which learning is enhanced through the combined senses of hearing and sight, e.g., sound motion pictures and television.

X 36 40.10 Filmstrips or Slides with Sound--E.g., sound tapes or records accompanying filmstrips or slides. (Op-All)

X 36 40.20 Motion Pictures (Sound)--Including projectors and films. (Op-All)

X 36 40.30 Television Receiving Sets--(Op-All)

X 36 40.40 Television Cameras and Video Tape Recorder--(Op-All)

X 36 40.90 Other Audiovisual Equipment and Supplies--(Op-All)

36. INSTRUCTIONAL EQUIPMENT AND SUPPLIES (continued)

X 36 50. Three-dimensional and Manipulative Equipment and Supplies (3, 4, 5)

Equipment and supplies by means of which learning is enhanced through the sense of touch, e.g., objects, models, and specimens, including raised relief maps and manipulative aids for primary pupils retarded in arithmetic. (Op-All)

X 36 60. Equipment and Supplies for Specific Type of Activity (3, 4, 5)

Equipment and related supplies which are provided for instruction in a specific type of instructional activity and which are not classifiable elsewhere.

X 36 60.10 Scientific Laboratory Equipment and Supplies--E.g., utility outlets, bunsen burners, chemicals, microscopes, and balances. (Op-All)

X 36 60.20 Industrial Equipment and Supplies--E.g., welding apparatus, power saws, lathes, and hand tools. (Op-All)

X 36 60.30 Home Making Equipment and Supplies--E.g., stoves, kitchen utensils, washing machines, sewing machines, and dining tables. (Op-All)

X 36 60.40 Business Equipment and Supplies--E.g., typewriters, calculating machines, key punch machines, and sorting machines. (Op-All)

X 36 60.50 Music Equipment and Supplies--E.g., pianos, band instruments, storage cabinets, and staff liners. (Op-All)

X 36 60.60 Physical Education Equipment and Supplies--E.g., game equipment, gymnastics equipment, towels, soap, and equipment for physical rehabilitation. (Op-All)

X 36 60.90 Equipment and Supplies for Other Specific Type of Activity--E.g., stage and stage equipment. (Op-All) Any such equipment or supply may be specified.

X 36 70. Furniture and Furnishings (3, 4, 5)

Movable articles used in furnishing classrooms and other instruction areas, e.g., desks, chairs, tables, cots, book shelves, file cabinets, wheel chairs, rugs, and light control drapes, blinds, and shades. (Op-All)

X 36 90. Other Instructional Equipment and Supplies (3, 4, 5)

36. INSTRUCTIONAL EQUIPMENT AND SUPPLIES (continued)

General types of equipment and supplies other than those inclued under items X3610.10 to X3670, e.g., electronic computers, and driver-trainer automobiles and devices. (Op-All) Any such type of equipment or supply may be specified.

STRUCTURE OF PROGRAM OF STUDIES OR COURSE (3, 4)

X 41 00 Series

The manner in which the content of the program of studies or course is structured, e.g., separate subjects, broad fields, integrated, and core units.

X 41 10.10 Separate Subjects: Discrete Course(s) or Subject-Matter Area(s)--A structure in which each subject-matter area or segment is taught as an entity without special effort at articulation or correlation with other subject-matter areas or segments. (Op-Elem, Sec)

X 41 10.20 Separate Subjects: Correlated Courses or Subject-Matter Areas--A structure in which two or more subject-matter areas or segments, taught during the same school term to many of the same pupils, are articulated in such a manner that the relationships of the subject-matter areas are made a part of the instruction without destroying the identity of the respective subject-matter areas. (Op-Elem, Sec) Any course or section with which a given course or section is correlated may be specified.

X 41 10.30 Broad Fields--A structure in which closely related subject matter is combined (or fused) into a broad subject-matter area, e.g., history, geography, economics, sociology, and government combined into social studies; arithmetic, geometry, and algebra combined into general mathematics. This plan sometimes is referred to as "fusion," (Op-Elem, Sec)

X 41 10.40 Integrated--A structure at the elementary school level n which subject-matter area boundaries are flexible, with offerings of a class being taught in relation to broad areas of study and in relation to one another as mutually associated in some genuine relationship. (Op-Elem)

X 41 10.50 Core Units--A structure in which usually one or two subject-matter areas serve as the center or core to which other subject-matter areas are related; within this plan, a sequence of central problems or units growing out of pupil interests and concerns provides for content and learning experiences. (Op-Elem, Sec) In a departmental organization, courses having this structure typically meet for two or more consecutive class periods (see item X0685.12, Block of Time).

41. STRUCTURE OF PROGRAM OF STUDIES OR COURSE (continued)

X 41 10.80	Combination--A combination of structures included under items X4110.10 to X4110.50 and X4110.90. (Op-Elem, Sec) The structures comprising such a combination should be specified.
X 41 10.90	Other Structure--A structure of the content of the program of studies other than those presented under items X4110.10 to X4110.50. (Op-All) Any such structure should be specified.

MEDIUM OF INSTRUCTION (OR DIRECTION) (4, 5)
X 42 00 Series

The principal medium by which a teacher communicates with his pupils, e.g., direct pupil-teacher interaction (in-school or out-of-school) and indirect pupil-teacher interaction such as television and correspondence. Items of information indicating where the pupil receives instruction--e.g., within the given school, at another school, at home, or in a hospital--are included under item X3400.

X 42 10. Direct Pupil-Teacher Interaction (4, 5)

Face-to-face instruction by one or more teachers, e.g., by a single teacher or by a team of 2 or more teachers. (Op-All) This instruction may take place in a school setting or out-of-school. Types of equipment utilized by teachers in their instruction may be described with terms included under item X3600.

X 42 11. In-school Instruction (4, 5)

X 42 11.10	Single Teacher--(Op-All)
X 42 11.20	Team of Teachers--(Op-All)
X 42 11.30	Tutoring--An activity in which instruction is provided an individual pupil by direct interaction with a teacher. (Op-All)
X 42 11.40	Independent Study--An activity in which pupils, carrying on their studies without attending formal classes, consult periodically with one or more staff members for direction and assistance, and, frequently, work toward the completion of individual study projects. (Op-Sec, C, A)
X 42 11.90	Other--In-school instruction utilizing direct pupil-teacher interaction other than that included under items X4211.10 to X4211.40, e.g., instruction by a sequence of

42. MEDIUM OF INSTRUCTION (continued)

teachers. (Op-All) Any such instruction should be specified.

X 42 12. Out-of-School Instruction (4, 5)

X 42 12.10 On-the-job Supervision--Supervision of the work portion of a course in a work-study program, at the pupil's place of employment, by a supervisor not employed by the school. (Op-Sec, C.A.)

X 42 12.20 Home and/or Hospital Instruction--Instruction provided by a teacher in a residence, hospital, sanatorium, convalescent home, or mental health clinic for pupils unable to attend a school. (Op-All) More specific items for location of instruction are included under items X3400.

X 42 12.90 Other--Out-of-School instruction utilizing direct pupil-teacher interaction other than that included under items X4212.10 and X41212.20. (Op-All) Any such instruction should be specified.

X 42 20. Indirect Pupil-Teacher Interaction (4, 5)

Instruction in which the principal medium is other than direct pupil-teacher interaction, e.g., a complete course or self-contained class taught by television, correspondence, telephone, or self-teaching materials.

X 42 20.10 Television--(Op-All)

X 42 20.20 Correspondence--Instruction which provides for the systematic exchange between teacher and pupils of materials sent by mail. (Op-Sec, C, A)

X 42 20.30 Radio--(Op-Elem, Sec, A)

X 42 20.40 Telephone--E.g., instruction in which a telephone provides two-way communication between a homebound pupil and his regular classroom. (Op-Elem, Sec, A)

X 42 20.50 Self-teaching Materials (Programed Instruction)--Instruction provided by self-teaching materials (e.g., a programed text, computer assisted instruction or other "teaching machine," or prerecorded tapes or records used for a foreign language course), whether in school, at home, or elsewhere. (Op-All)

X 42 20.60 Recordings--Instruction provided primarily through the medium of tape recordings or other recording media, when such instruction is not included under items X4220.20 and X4220.50. (Op-Elem, Sec, A)

42. MEDIUM OF INSTRUCTION (continued

X 42 20.90	Other--Instruction having as its principal medium indirect pupil-teacher interaction other than that included under items X4220.10 to X4220.60. (Op-All) Any such medium should be specified.

METHODS OF INSTRUCTION (OR DIRECTION) (4, 5)
X 43 00 Series

The principal methods by which instruction is provided by pupils, e.g., demonstration, discussion, laboratory experience, and lecture.

X 43 00.01	Comparative Analysis--A thought process, structured by the teacher, employing the description, classification, and analysis of more than one system, group, or the like so as to ascertain and evaluate similarities and differences. (Op-All)
X 43 00.02	Demonstration--An activity in which the teacher or another person uses examples, experiments, and/or other actual performance in order to illustrate a principle or show others how to do something. (Op-All)
X 43 00.03	Diagnosis--The continuous determination of the nature of learning difficulties and deficiencies, used in teaching as a basis for the selection--day-by-day or moment-by-moment--of appropriate content and methods of instruction. (Op-All)
X 43 00.04	Directed Observation--Guided observation provided for the purpose of improving the study, understanding, and evaluation of that which is observed. (Op-All)
X 43 00.05	Discussion--An activity in which pupils, under teacher and/or pupil direction, exchange points of view concerning a topic, question, or problem in order to arrive at a decision or conclusion. (Op-All)
X 43 00.06	Drill--An orderly, repetitive, learning activity intended to help develop or fix a specific skill or aspect of knowledge. (Op-All)
X 43 00.07	Experimentation--An activity involving a planned procedure accompanied by control of conditions and/or controlled variation of conditions together with observation of results for the purpose of discovering relationships and evaluating the reasonableness of a specific hypothesis. (Op-All)

43. METHODS OF INSTRUCTION (continued)

X 43 00.08 Field Experience--Educational work experience, sometimes fully paid, acquired by pupils in a practical service situation. (Op-All) Reference to cooperative on-the-job training is not recorded under this heading, but is included under item X4212.10.

X 43 00.09 Field Trip--An educational trip to one or more places where pupils may study the content of instruction directly in its functional setting, e.g., a trip to a factory, newspaper office, or fire department. (Op-All)

X 43 00.11 Group Work--A process in which members of the class, working cooperatively rather than individually, formulate and work toward common objectives under the guidance of one or more leaders. (Op-All)

X 43 00.12 Laboratory Experience--Learning activities carried on by pupils in a laboratory designed for individual or group study of a particular subject-matter area, involving the practical application of theory through observation, experimentation, and research, or, in the case of foreign language instruction, involving learning through demonstration, drill, and practice. This applies also to the study of art and music, though such activity, in this instance, may be referred to as a studio experience. (Op-All)

X 43 00.13 Lecture--An activity in which the teacher gives an oral presentation of facts or principles, the class frequently being responsible for note taking. This activity usually involves little or no pupil participation by questioning or discussion. (Op-All)

X 43 00.14 Manipulative and Tactile Activity--Activity by which pupils utilize the movement of various muscles and the sense of touch in order to develop manipulative and/or perceptual skills. (Op-Elem, Sec, A)

X 43 00.15 Modeling and Imitation--An activity, frequently used for instruction in speech, in which the pupils listen to and observe a model as a basis upon which to practice and improve their performance. (Op-All)

X 43 00.16 Practice--An activity in which pupils have opportunity to put into practice those skills and understandings previously learned through other instructional activities. (Op-All)

X 43 00.17 Problem Solving--A thought process structured by the teacher and employed by the pupils for clearly defining a problem, forming hypothetical solutions, and possibly testing the hypotheses. (Op-All)

43. METHODS OF INSTRUCTION (continued)

X 43 00.18 Programed Instruction--Instruction utilizing a workbook, textbook, or mechanical and/or electronic device which has been "programed" to help pupils attain a specified level of performance by (a) providing instruction in small steps, (b) asking one or more questions about each step in the instruction and providing instant knowledge of whether each answer is right or wrong, and (c) enabling pupils to progress at their own pace. (Op-All)

X 43 00.19 Project--A significant, practical unit of activity having educational value, aimed at one or more definite goals of understanding, and involving the investigation and solution of problems. (Op-All)

X 43 00.21 Reading--Gathering information from books, periodicals, encyclopedias, and other printed sources of information, including listening to oral reading as well as silent reading by individuals. (Op-All)

X 43 00.22 Recitation--Activities devoted to reporting to a class or other group about information acquired through individual study or group work. (Op-All)

X 43 00.23 Seminar--An activity in which a group of pupils, engaged in research or advanced study, meets under the general direction of one or more staff members for a discussion of problems of mutual interest. (Op-Sec, C, A)

X 43 00.24 Shopwork--An activity emphasizing skill development through experience in woodwork, metalwork, or other industrial processes and procedures. (Op-Elem, Sec, A)

X 43 00.25 Testing--A process utilizing an examination, quiz, or other procedure measuring ability, achievement, and interest as a basis for the selection of appropriate content and methods of instruction, or utilizing a sequence of single questions as a means of selecting content and/or imparting information, as is the case in programed instruction. (Op-All)

X 43 00.99 Other Methods of Instruction--Principal methods, other than those included under items X4300.01 to X4300.25, by which instruction is provided for pupils, e.g., "inquiry," or, for the deaf, an oral, manual, or combined oral and manual method of instruction. (Op-All) Any such method should be specified.

OTHER PROCEDURES FOR INSTRUCTION (OR DIRECTION) (4, 5)

X 44 00 Series

Items and categories of information under this heading may be used to describe selected aspects of teaching procedures typically utilized in the instruction of a self-contained class or course, e.g., grouping practices, resources used, and evaluation procedures. Other selected categories of information related to procedures for instruction are included under items X4100, X4200, and X4300.

X 44 10. Size of Group for Instruction (4, 5)

The size of a group for instruction in aspects of the subject matter, in relation to the usual section size for the type of self-contained class or course.

X 44 10.10 Large Group--A group with the number of pupils in two or more typical sections of a course or self-contained class, frequently assembled for instruction in certain aspects of subject matter. (Op-Elem, Sec, C)

X 44 10.20 Small Group--A group with half the number of pupils in a typical section, or fewer, frequently assembled for instruction in certain aspects of the subject matter, while other members of the section receive similar instruction from one or more other staff members at the same time or from the same staff member at other times. (Op-Sec, C)

X 44 20. Basis for Grouping Practices (4, 5)

Primary considerations typically utilized for grouping pupils within classes for instruction in a given self-contained class or course. (Op-Elem)

X 44 20.10 Achievement
X 44 20.20 Abilities
X 44 20.30 Interests
X 44 20.40 Age
X 44 20.50 Sex
X 44 20.60 Physical Development
X 44 20.70 Personality Characteristics--E.g., a special class for emotionally disturbed pupils.
X 44 20.90 Other Basis--(Specify)

X 44 30. Pupil Participation in Planning (4, 5)

Pupil participation in the selection of objectives, content, and activities for a self-contained class or course. (Op-Elem, Sec)

X 44 40. Provisions for Individualization of Instruction (4, 5)

The manner in which instruction is individualized, including the use of procedures, materials, and equipment such as

44. OTHER PROCEDURES FOR INSTRUCTION (continued)

independent study (see item X4211.40), tutoring (see item X4211.30), small groups (see item X4410.20), programed instruction (see item X4220.50 and X4300.18), and assignments of differing quantities and types of schoolwork given to one or more pupils according to individual needs, interests, and abilities. (Op-Elem, Sec) These provisions may be specified.

X 44 50. Use of Pupil Leadership (4, 5)

Pupil participation in the direction or conduct of the activities of the self-contained class or course. In some instances, this means that the teacher or other staff member plays a minor role in the planning and direction of activities. (Op-Elem, Sec)

X 44 60. Evaluation Procedures (4, 5)

Means by which teachers evaluate pupil performance and the adequacy of the subject matter and methods of instruction. (Op-Elem, Sec)

X 44 60.10 Observation
X 44 60.20 Teacher-made Tests
X 44 60.30 Standardized Achievement Tests
X 44 60.40 Inventories
X 44 60.50 Pupil Self-evaluation
X 44 60.90 Other Evaluation Procedure--(Specify.)

X 44 90. Other Teaching Procedures (4, 5)

Typical teaching procedures other than those identified under items X4410 to X4460.90. (Op-Elem, Sec) Any such procedure should be specified.

SCHOOLS (SUMMARY INFORMATION) (1)
X 51 00 Series

Summary information about schools may be recorded under this heading.

X 51 10. Schools in School System (1)

A school system may be described in part by information about its schools, such as quantity, type, pupil membership, and programs of studies. Such information may be drawn from the descriptions of individual schools, as suggested in the 20000 Series of Chapter 2, and used to describe the schools of the school system collectively and individually, (Rec-All)

FACILITIES (SUMMARY INFORMATION) (1)
X 52 00 Series

Summary information about facilities may be recorded under this heading.

X 52 10. Facilities Within School System (1)

The types and quantities of facilities within a school system may be derived from item X3300 describing the individual schools of the system (see also item 23300 in chapter 2). These facilities include the buildings and sites belonging to or used for school purposes by the schools or by the school system. (Op-All)

PROGRAMS OF STUDIES (SUMMARY INFORMATION) (1, 2)
X 53 00 Series

Summary information about programs of studies may be included under this heading.

X 53 10. Programs of Studies Within School System (1)

The types of programs of studies within a school system may be derived from item X5320, for individual schools, to indicate the variety in programs of studies and the number of schools offering each type. A program of studies is an appropriate combination or sequence of courses or self-contained classes having a recognized objective or description such as college preparatory program, occupational program, transfer program, and typical local elementary program. (Op-All)

X 53 20. Programs of Studies of School (2)

Items of information describing aspects of the program of studies of a school may be drawn from the following items, with additional detail suggested in the 30000 Series of Chapter 2, Items Describing an Individual Program of Studies.

X 53 21. Single Program or Multiple Programs of Studies (2)

An indication as to whether the school provides one program of studies for all pupils (e.g., a college preparatory program) or offers more than one program of studies (e.g., a college preparatory and an occupational program).

X 53 21.10 Single Program of Studies--(Rec-Sec)
X 53 21.20 Multiple Programs of Studies--(Rec-Sec)

X 53 22. Type(s) of Program of Studies (2)

An identification of each type of program of studies offered by the school. (Rec-All) Designations for these programs are included under item X0243.

X 53 23. Area(s) of Specialization (2)

A designation, as appropriate, for the subject-matter area or areas in which pupils may specialize or concentrate within each program of studies offered by the school. (Op-Sec, C, A) For designations, see item X2140 and appropriate portions of chapters 4 and 5.

SERVICES SUPPORTING INSTRUCTION (SUMMARY INFORMATION) (1, 3)
X 54 00 Series

Summary information about services supporting instruction may be included under this heading.

X 54 10. School Services Supporting Instruction Within the School System (1)

The types of school services supporting instruction within the school system may be derived from item X3200 of the individual schools to indicate the variety in school services supporting instruction and the number of schools offering each type of service. This includes services--such as resource services for pupils, pupil personnel services, services for the instructional staff, and community services--which are not the actual teaching of classes and individual pupils, but enhance the instruction of the schools. (Op-All)

X 54 30. Instructional Services Related to Program of Studies (3)

Appropriate items of information from item X3200 of this chapter and the 50000 Series of chapter 2 may be utilized to describe instructional services closely associate with a program of studies, including the nature of the service, persons receiving the service, locations of service, and staff members assigned to service. (Op-Sec, C, A)

PUPIL MEMBERSHIP (SUMMARY INFORMATION) (1, 2, 3, 4)
X 55 OO Series

Summary information about pupils may be included under this heading.

X 55 10. Pupil Membership Within School System (1)

An aspect of the size of the school system may be described by the number of pupils it serves, that is, by its pupil membership. The membership within a school system (or of a school) is the number of pupils on the current rolls within the school system (or school) on a given date.[21] (Rec) For the school system, this figure may be derived by totalling the memberships of the individual schools as indicated under item X0910. If desired, additional information about these pupils, such as the number of pupils in the school system (or school) by sex, raçe, ability to speak English, programs of studies, and courses may be derived from items X0930, X0940, and X5530 for individual schools or by totalling each of these items for all schools of the system.

X 55 30. Pupil Membership in Programs of Studies, Courses, and Cocurricular Activities (2, 3)

Information about pupil membership in the various types of programs of studies, self-contained classes, courses, and cocurricular activities of a school--or in the classes, courses, and activities of a program of studies--may be derived from items X0910 and X5540. (Op-All)

X 55 40. Pupil Membership in Self-contained Class, Course, or Cocurricular Activity (4)

Information about pupil membership in the general self-contained class or course may be derived in part from item X0910 for the number of pupil scheduled into the sections of the class or course. (Op-All) The identity of these pupils may be obtained with the use of item X0970 for these sections.

STAFF MEMBERS (SUMMARY INFORMATION) (1, 2, 3, 4)
X 56 OO Series

Summary information about instructional staff members may be included under this heading.

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[21] John F. Putnam and George G. Tankard, Jr. op. cit., p. 102.

56. STAFF MEMBERS (SUMMARY INFORMATION) (continued)

X 56 10. Instructional Staff Members Within School System (1)

An aspect of the size of a school system may be described by the number of instructional personnel it employs. One indication of the presumed quality of instruction may be derived from the qualifications of the instructional staff for the assignments with which they are engaged.

The instructional staff includes those persons whose full-time or part-time assigned activities consist of teaching, aiding teaching, supervising instruction, improving the quality of teaching, or directing and managing a school. Among such persons are teachers, principals, supervisors of instruction, school counselors, school librarians, directors of guidance, audiovisual personnel, school psychologists, speech and hearing specialists, and psychometrists. Teachers frequently are classified further to indicate whether they are classroom teachers or whether they communicate with their pupils through a medium such as television, radio, or correspondence.[22] It is recommended that the school system have, as a minimum, information about the number and certification status of personnel in the school system. (Rec)

Information about the staff members of the school system may be derived from the summaries provided in items X5620, X5630, and X5640 as well as from information about their specific assignments in sections and services as provided in item X3100.

X 56 20. Instructional Staff Members in School (2)

Information about the staff members involved in the instruction and direction of the self-contained classes, courses, cocurricular activities, and services provided by a school may be derived from information included under items X5630, X5640, and X3100. (Op-All) It could encompass a summary of the number of staff members, by assignment, and be related to characteristics of staff members through staff identification numbers and the personnel records.

X 56 30. Instructional Staff Members for Program of Studies (3)

Information about the staff members involved in the instruction and direction of self-contained classes, courses, cocurricular activities, and services which are a part of a given program of studies may

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[22] For a more complete description of items of information about staff, see Allan R. Lichtenberger and Richard J. Penrod. Op. cit.

56. STAFF MEMBERS (SUMMARY INFORMATION) (continued)

be derived from information included under items X5640 and X3100. (Op-All) It could encompass a summary of the number of staff members, by assignment, and be related to characteristics of staff members through staff identification numbers and the personnel records. At its option, a school or school system may maintain separately a list of staff members qualified but not currently active in instructing or directing certain courses, cocurricular activities, and service which are a part of the program of studies.

X 56 40. Staff Members for Self-contained Class, Course, or Cocurricular Activity (4)

Information about the staff members involved in the instruction of the various sections of a given self-contained class or course may be derived from information included under item X3110, Other Teacher or Staff Member Assigned. (Op-All)

COURSES (SUMMARY INFORMATION) (2, 3)
X 57 00 Series

Summary information about courses may be included under this heading.

X 57 20. Courses Offered by School (2)

Appropriate items of information from the 40000 Series of chapter 2 may be utilized to describe courses provided by the school, including subject matter, grade placement, level of difficulty, characteristics of pupils served, objectives, number of pupils, number of sections, and staff members providing instruction. (Op-Sec, C, A)

X 57 30. Courses in Program of Studies (3)

Courses which are required or elective for the program of studies are identified under items X2151 and X2152. These courses may be described using appropriate items of information, from the 40000 Series of chapter 2, including the type of information included under item X5720, above. (Op-Sec, C, A)

X 57 32. Courses Offered by Department (3)

Courses offered by a department of a school, such as a social studies department or home economics department. These courses may be described using appropriate items of information from the 40000 Series of chapter 2, including the type of information included under item X5720, above. (Op-Sec, C,A)

COCURRICULAR ACTIVITIES (SUMMARY INFORMATION) (2, 3)
X 58 00 Series

Summary information about cocurricular activities may be included under this heading.

X 58 20. Cocurricular Activities Provided by School (2)

Appropriate items of information from the 50000 Series of chapter 2 may be utilized to describe cocurricular activities provided by the school, including the content of each cocurricular activity, level of ability required, characteristics of pupils served, objectives, number of pupils, and staff members providing instruction or direction. (Op-Sec, C, A)

X 58 31. Cocurricular Activities Related to Program of Studies (3)

Appropriate items of information from the 50000 Series of chapter 2 may be utilized to describe cocurricular activities related to the program of studies, including the types of information suggested under item X5820, above. (Op-Sec, C, A)

SECTIONS (SUMMARY INFORMATION) (4)
X 59 00 Series

X 59 00. Sections of Self-Contained Class, Course, or Cocurricular Activity (4)

This category includes information about the manner in which the various sections of a self-contained class or course vary from one to another. (Op-All) Any such information--including factors such as varying pupil groups, differences in objectives, and variety in level of difficulty--should be included also under item X0100 (or item 50100 of chapter 2) to indicate more exactly the specifications for each section of the self-contained class or course.

OTHER INFORMATION (1, 2, 3, 4, 5)
X 99 00 Series

X 99 00. Other Information (1, 2, 3, 4, 5)

Included under this heading is information not classifiable under items X0100 to X5900. (Op-All)

CHAPTER 4

CLASSIFICATION OF ITEMS OF INFORMATION ABOUT SUBJECT-MATTER AREAS AND COCURRICULAR ACTIVITIES

Chapters 4 and 5 are designed to assist local school systems and State departments of education in identifying and describing items of information about subject matter and cocurricular activities in elementary, secondary, junior college, and adult education instructional programs. Twenty curriculum areas--nineteen subject-matter areas and one cocurricular-activities area, including selected subject matter in each--have been identified and included in this handbook as representative of the subject matter provided in the instructional programs cited above. Seven of the curriculum areas are frequently referred to as vocational areas (substantially funded by Federal legislation) and are: Agriculture, Distribution and Marketing (Distributive Education), Health Occupations Education, Home Economics, Office Occupations, Technical Education, and Trades and Industrial Occupations. Three of the curriculum areas are devoted to General Elementary Education and General Secondary Education, Differentialized Curriculum for Handicapped Pupils, and Cocurricular Activities, respectively.

The selection of the subject-matter areas and the cocurricular activities, including the subject matter in them--classified in chapter 4 and described in chapter 5--was determined by (1) an extensive study of record- and report-forms of local school systems and State departments of education, (2) an extensive review of a wide range of professional literature concerned with subject-matter areas and cocurricular activities, and (3) conferences with numerous persons in State departments of education, local school systems, colleges and universities, and the Office of Education. In addition to being useful in identifying, classifying, and describing various aspects of subject matter, the twenty areas are intended to provide a means for relating teacher certification to selected subject-matter areas and cocurricular activities, as well as aspects of subject matter within them.* The findings in the research of a wide range of literature and record and report forms closely parallel the subject-matter areas treated in the (*) references.

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* The seven vocational subject-matter areas are identified in Part 104--Administration of Vocational Education: Federal Allotments to States--Rules and Regulations, (Reprinted from Federal Register, August 28, 1964), U.S. Department of Health, Education, and Welfare, Office of Education, Washington: U.S. Government Printing Office, 1964. pp. 12339-56.

The remaining twelve subject-matter areas are identified in the publication: Proposed Standards for State Approval of Teacher Education, a project

Items of information about the subject-matter of instructional programs are classified into the nineteen selected subject-matter areas and the cocurricular-activities area. A coding system, appropriate for use in schools and school systems, is used which provides a distinct identity for each subject-matter area and the classified items of information within it. Definitions of the items are found in chapter 5, and the page numbers of the definitions are indicated in the column under the heading of Definition Page Number.

Information According to Type of Instructional Program

Information about subject matter in instructional programs is essential for schools and school systems throughout the United States and its outlying areas. There are differences among local schools and school systems concerning selected aspects of subject matter emphasized in the various subject-matter areas. Those items of information which describe the subject matter of instruction provided in a local school or school system may be identified locally by inserting the designation "X" after them for the appropriate type of instructional program--elementary, secondary, junior college, or adult education. These designations may be recorded on the right-hand side of the page, beginning on page 225.

Identification Numbers

The codes appearing at the left of the items of information included in the classifications are for identification purposes. Some of the items of information include one or more related items under a single categorical heading. The identification codes may be used with appropriate modifications as a code in the collection, storage, retrieval, and transmission of information about curriculum and instruction. Such a code may be used by local and State school systems for both manual and machine methods of data processing.

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of the National Association of State Directors of Teacher Education and Certification assisted by the U.S. Office of Education, U.S. Department of Health, Education, and Welfare, Office of Education. Washington: U.S. Government Printing Office, 1967.

TENTATIVE
Work Material

	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
01.00 00 00 00	AGRICULTURE	363				
01.01 00 00 00	Agricultural Production........	363				
01.01 01 00 00	Animal Science (Included as 16.02 01 00 00 Animal Science under TECHNICAL EDUCATION.)...............	363				
01.01 01 01 00	Dairy Cattle, Livestock, and Poultry............	364				
01.01 01 01 01	Dairy Cattle..........	364				
01.01 01 01 02	Beef Cattle...........	364				
01.01 01 01 03	Horses................	364				
01.01 01 01 04	Swine.................	364				
01.01 01 01 05	Sheep.................	364				
01.01 01 01 06	Poultry...............	364				
01.01 01 01 99	Other Dairy Cattle, Livestock, and Poultry (Specify.)..	364				
01.01 01 02 00	Nutrition (See also Major Aspects of the Biological Sciences, 13.02 00 00 17 Nutrition under NATURAL SCIENCES.)	364				
01.01 01 03 00	Genetics (See also Major Aspects of the Biological Sciences,					

KEY

Elem.--Elementary School Instructional Program
Sec.--Secondary School Instructional Program
C --Instructional Program for College Credit
A --Adult Educational Instructional Program
X --Instructional Content Provided Locally
(To be recorded locally)

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
01. AGRICULTURE (continued)						
	13.02 00 00 14 Genetics, under NATURAL SCIENCES.)....	364				
01.01 01 04 00	Physiology (See also Major Aspects of the Biological Sciences, 13.02 00 00 20 Physiology under NATURAL SCIENCES.)....	365				
01.01 01 05 00	Animal Health..........	365				
01.01 01 06 00	Production Management...	365				
01.01 01 06 01	Feeding Practices....	365				
01.01 01 06 02	Housing Practices....	365				
01.01 01 06 99	Other Production Management (Specify.).........	365				
01.01 01 99 00	Other Animal Science (Specify.)............	365				
01.01 02 00 00	Plant Science (Included as 16.02 04 00 00 Plant Science under TECHNICAL EDUCATION.).............	365				
01.01 02 01 00	Crops....................	366				
01.01 02 01 01	Field and Forage Crops.............	366				
01.01 02 01 02	Tree Fruit and Nut Crops..............	366				
01.01 02 01 03	Small Fruit Crops....	366				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
01. AGRICULTURE (continued)						
01.01 02 01 04	Vegetable Crops......	366				
01.01 02 01 05	Farm Forestry (For definition see 01.07 00 00 00 Forestry (Production, Processing, Management, Marketing, and Services).)	366				
01.01 02 01 99	Other Crops (Specify.)	366				
01.01 02 02 00	Soils..................	366				
01.01 02 03 00	Nutrition (See also Major Aspects of the Biological Sciences, 13.02 00 00 17 Nutrition under NATURAL SCIENCES.)....	367				
01.01 02 04 00	Genetics (See also Major Aspects of the Biological Sciences, 13.02 00 00 14 Genetics under NATURAL SCIENCES.)....	367				
01.01 02 05 00	Physiology (See also Major Aspects of the Biological Sciences, 13.02 00 00 20 Physiology under NATURAL SCIENCES.)....	367				
01.01 02 06 00	Plant Pathology........	367				
01.01 02 07 00	Entomology.............	367				
01.01 02 08 00	Disease and Pest Control (use of).......	367				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
01. AGRICULTURE (continued)						
01.01 02 08 01	Insecticides........	367				
01.01 02 08 02	Fungicides..........	368				
01.01 02 08 03	Herbicides..........	368				
01.01 02 08 04	Rodenticides........	368				
01.01 02 99 00	Other Plant Science (Specify.)..........	368				
01.01 03 00 00	Farm Mechanics (See the category 01.03 00 00 00 Agricultural Mechanics.)	368				
01.01 04 00 00	Farm Business Management..	368				
01.01 04 01 00	Farm Accounts (See also the category 03.01 00 00 00 Accounting and 03.03 00 00 00 Bookkeeping under BUSINESS.)...........	368				
01.01 04 02 00	Performance Records....	368				
01.01 04 03 00	Budgeting and Analysis.	369				
01.01 04 04 00	Manpower Utilization...	369				
01.01 04 05 00	Purchasing and Marketing............	369				
01.01 04 06 00	Financial and Legal Management...........	369				
01.01 04 07 00	Farm Organizations.....	369				
01.01 04 08 00	Governmental Programs..	369				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
01.	AGRICULTURE (continued)					
01.01 04 99 00	Other Farm Business Management (Specify.)	369				
01.02 00 00 00	Agricultural Supplies	370				
01.02 01 00 00	Agricultural Chemicals	370				
01.02 02 00 00	Livestock Feeds	370				
01.02 03 00 00	Seeds	370				
01.02 04 00 00	Fertilizers	370				
01.02 99 00 00	Other Agricultural Supplies (Specify.)	370				
01.03 00 00 00	Agricultural Mechanics	370				
01.03 01 00 00	Agricultural Power and Machinery (See also 16.01 02 02 00 Agricultural Machinery and Equipment under TECHNICAL EDUCATION.)	370				
01.03 02 00 00	Agricultural Structures and Conveniences (See also 16.01 02 03 00 Agricultural Structures and Conveniences under TECHNICAL EDUCATION.)	371				
01.03 03 00 00	Soil and Water Management	371				
01.03 04 00 00	Agricultural Mechanics Skills	371				
01.03 05 00 00	Agricultural Construction and Maintenance	371				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
01. AGRICULTURE (continued)						
01.03 06 00 00	Agricultural Electrification (See also 16.01 02 01 00 Agricultural Electrification under TECHNICAL EDUCATION.)	371				
01.03 99 00 00	Other Agricultural Mechanics (Specify.)	372				
01.04 00 00 00	Agricultural Products	372				
01.04 01 00 00	Food Products (See also 16.02 03 00 00 Food Processing Technology under TECHNICAL EDUCATION.)	372				
01.04 01 01 00	Meat, Fish, Poultry, Eggs	372				
01.04 01 02 00	Dairy Products (See also 16.02 02 00 00 Dairy Technology under TECHNICAL EDUCATION.)	372				
01.04 01 03 00	Fruits and Vegetables	372				
01.04 01 04 00	Cereal Grains	372				
01.04 01 99 00	Other Food Products (Specify.)	373				
01.04 02 00 00	Nonfood Products	373				
01.04 02 01 00	Cotton	373				
01.04 02 02 00	Tobacco	373				
01.04 02 03 00	Wool	373				

For KEY, see p. 225

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
01. AGRICULTURE (continued)						
01.04 02 99 00	Other Nonfood Products (Specify.)	373				
01.04 99 00 00	Other Agricultural Products (Specify.)	373				
01.05 00 00 00	Ornamental Horticulture (Production, Processing, Marketing, and Services.)	373				
01.05 01 00 00	Arboriculture	374				
01.05 02 00 00	Floriculture	374				
01.05 03 00 00	Greenhouse Operation and Management	374				
01.05 04 00 00	Landscaping	374				
01.05 05 00 00	Nursery Operation and Management	374				
01.05 06 00 00	Turf Management	374				
01.05 99 00 00	Other Ornamental Horticulture (Specify.)	375				
01.06 00 00 00	Agricultural Resources (Conservation, Utilization, and Services)	375				
01.06 01 00 00	Forests (For definition see 01.07 01 00 00 Forests under Forestry.)	375				
01.06 02 00 00	Recreation (For definition see 01.07 05 00 00 Recreation under Forestry.)	375				
01.06 03 00 00	Soil	375				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
01.	AGRICULTURE (continued)					
01.06 04 00 00	Wildlife--including game farms and hunting areas	375				
01.06 05 00 00	Water	375				
01.06 06 00 00	Air	376				
01.06 07 00 00	Fish--including farms and hatcheries	376				
01.06 99 00 00	Other Agricultural Resources (Specify.)	376				
01.07 00 00 00	Forestry (Production, Processing, Management, Marketing, and Services)	376				
01.07 01 00 00	Forests	376				
01.07 02 00 00	Forest Protection	376				
01.07 03 00 00	Logging (narvesting and transporting)	376				
01.07 04 00 00	Wood Utilization	376				
01.07 05 00 00	Recreation	377				
01.07 06 00 00	Special Products	377				
01.07 06 01 00	Christmas Trees	377				
01.07 06 02 00	Maple Syrup	377				
01.07 06 03 00	Nuts	377				
01.07 06 99 00	Other Special Products (Specify.)	377				
01.07 99 00 00	Other Forestry (Specify.)	377				
01.99 00 00 00	Other Agriculture (Specify.)	377				

For KEY, see p. 225.

TENTATIVE
Work Material

	Classification of Items of Information	Def. Page No.	Type of Instructional Program Elem.	Sec.	C	A
02.00 00 00 00	ART	378				
02.01 00 00 00	Art History and Theory	378				
02.01 01 00 00	Art History	378				
02.01 02 00 00	Art Theory	378				
02.01 03 00 00	Humanities (See also 05.03 06 00 00 Humanities under ENGLISH (LANGUAGE ARTS) and 12.06 00 00 00 Humanities under MUSIC.)	379				
02.01 99 00 00	Other Art History and Theory (Specify.)	379				
02.02 00 00 00	Art Studio	379				
02.02 01 00 00	Basic Design	379				
02.02 01 01 00	Two-dimensional Design	379				
02.02 01 02 00	Three-dimensional Design	379				
02.02 02 00 00	Commercial Design	380				
02.02 02 01 00	Advertising and Graphic Design	380				
02.02 02 02 00	Design for the Performing Arts	380				
02.02 02 03 00	Fashion Design	380				
02.02 02 04 00	Technical and Medical Illustration	380				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
02.	ART (continued)					
02.02 02 99 00	Other Commercial Design (Specify.)............	380				
02.02 03 00 00	Environmental Design.......	381				
02.02 03 01 00	Architectural Design....	381				
02.02 03 02 00	Industrial and Product Design...............	381				
02.02 03 03 00	Interior Design.........	381				
02.02 03 04 00	Landscape Architecture..	381				
02.02 03 05 00	Urban Planning..........	381				
02.02 03 99 00	Other Environmental Design (Specify.).....	382				
02.02 04 00 00	Crafts.....................	382				
02.02 04 01 00	Metalwork and Jewelry...	382				
02.02 04 02 00	Pottery and Ceramics....	382				
02.02 04 03 00	Textiles................	382				
02.02 04 99 00	Other Crafts (Specify.).	382				
02.02 05 00 00	Drawing....................	382				
02.02 06 00 00	Painting...................	383				
02.02 07 00 00	Photography and Related Media....................	383				
02.02 08 00 00	Printmaking................	383				
02.02 09 00 00	Sculpture..................	383				

For KEY, see p. 225.

Classification of Items of Information	Def. Page No.	Type of Instructional Program Elem.	Sec.	C	A
02. ART (continued)					
02.02 99 00 00 Other Art Studio (Specify.)	383				
02.99 00 00 00 Other Art (Specify.).........	383				

For KEY, see p. 225.

	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
03.00 00 00 00	BUSINESS (Various aspects of content in this subject area may also apply to OFFICE OCCUPATIONS.)...................	384				
03.01 00 00 00	Accounting (Included as 04.10 01 00 00 Accounting under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)........	384				
03.01 01 00 00	Accounting Principles (See also the category 14.01 00 00 00 Accounting and Computing Occupations under OFFICE OCCUPATIONS.)..	384				
03.01 02 00 00	Accounting Systems (See also the categories 14.01 00 00 00 Accounting and Computing Occupations and 14.02 00 00 00 Business Data Processing Occupations under OFFICE OCCUPATIONS.)..	385				
03.01 03 00 00	Advanced Accounting (See also the categories 14.01 00 00 00 Accounting and Computing Occupations and 14.08 00 00 00 Supervisory and Administrative Management Occupations under OFFICE OCCUPATIONS.)..	385				
03.01 04 00 00	Auditing (See also the categories 14.01 00 00 00 Accounting and Computing Occupations and 14.08 00 00 00 Supervisory					

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
03. BUSINESS (continued)						
	and Administrative Occupations under OFFICE OCCUPATIONS.).....	385				
03.01 05 00 00	Cost Accounting (See also the categories 14.01 00 00 00 Accounting and Computing Occupations, 14.02 00 00 00 Business Data Processing Occupations, and 14.08 00 00 00 Supervisory Administrative Management Occupations under OFFICE OCCUPATIONS.)...........	385				
03.01 06 00 00	C.P.A. Review............	386				
03.01 07 00 00	Data Processing Accounting (See also the categories 14.01 00 00 00 Accounting and Computing Occupations and 14.02 00 00 00 Business Data Processing Occupations under OFFICE OCCUPATIONS.).....	386				
03.01 08 00 00	Government and Institutional Accounting (See also the categories 14.01 00 00 00 Accounting and Computing Occupations and 14.08 00 00 00 Supervisory and Administrative Management Occupations under OFFICE OCCUPATIONS.)....	386				
03.01 09 00 00	Intermediate Accounting (See also the category					

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
03. BUSINESS (continued)						
	14.01 00 00 00 Accounting and Computing Occupations under OFFICE OCCUPATIONS.)...........	386				
03.01 10 00 00	Managerial Accounting (See also the category 14.08 00 00 00 Supervisory and Administrative Management Occupations under OFFICE OCCUPATIONS.)...........	386				
03.01 11 00 00	Payroll Accounting (See also the category 14.01 00 00 00 Accounting and Computing Occupations under OFFICE OCCUPATIONS.)...........	387				
03.01 12 00 00	Secretarial Accounting (See also 14.08 01 00 00 Administrative Assistants under OFFICE OCCUPATIONS.)					
03.01 13 00 00	Tax Accounting (See also the category 14.01 00 00 00 Accounting and Computing Occupations under OFFICE OCCUPATIONS.)...........	387				
03.01 99 00 00	Other Accounting (Specify.)	387				
03.02 00 00 00	Advertising and Sales Promotion (For definition see 04.02 00 00 00 Advertising and Sales Promotion under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)...............	387				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
03. BUSINESS (continued)						
03.02 01 00 00	Advertising Principles (For definition see 04.02 05 00 00 Advertising Principles under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).).....	388				
03.02 02 00 00	Advertising Copywriting (For definition see 04.02 02 00 00 Advertising Copywriting under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)...	388				
03.02 03 00 00	Advertising Media and Campaigns (For definition see 04.02 04 00 00 Advertising Media and 04.02 01 00 00 Advertising Campaigns under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).).....	388				
03.02 04 00 00	Direct Mail Advertising (For definition see 04.02 07 00 00 Direct Mail Advertising under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).).............	388				
03.02 99 00 00	Other Advertising and Sales Promotion (Specify.)......	388				
03.03 00 00 00	Bookkeeping....................	388				
03.03 01 00 00	Bookkeeping, First Course (See also 14.01 02 00 00 Bookkeepers under OFFICE OCCUPATIONS.)............	388				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
03. BUSINESS (continued)						
03.03 02 00 00	Bookkeeping, Second Course (See also 14.01 02 00 00 Bookkeepers under OFFICE OCCUPATIONS.)..........	389				
03.03 03 00 00	Bookkeeping, Third Course (See also 14.01 02 00 00 Bookkeepers under OFFICE OCCUPATIONS.)..........	389				
03.03 04 00 00	Bookkeeping, Fourth Course (See also 14.01 02 00 00 Bookkeepers under OFFICE OCCUPATIONS.)..........	389				
03.03 05 00 00	Machine Bookkeeping (See also 14.01 04 00 00 Machine Operators: Billing, Bookkeeping, and Computing Machine Operators under OFFICE OCCUPATIONS.)..........	389				
03.03 06 00 00	Payroll Record Keeping (See also the category 14.01 00 00 00 Accounting and Computing Occupations under OFFICE OCCUPATIONS.)..........	390				
03.03 07 00 00	Record Keeping...........	390				
03.03 99 00 00	Other Bookkeeping (Specify.).............	390				
03.04 00 00 00	Budget Control (See also the category 14.08 00 00 00 Supervisory and Administrative Management Occupations under OFFICE OCCUPATIONS.).	390				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
03. BUSINESS (continued)						
03.05 00 00 00	Business Arithmetic or Mathematics (For definition see 11.05 01 00 00 Business Arithmetic under MATHEMATICS.)	390				
03.06 00 00 00	Business Communications (See also 04.10 04 00 00 Communications for Distribution under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).) (See also the categories 14.04 00 00 00 Information Communication Occupations, 14.07 00 00 00 Stenographic, Secretarial, and Related Occupations, 14.08 00 00 00 Supervisory and Administrative Management Occupations, and 14.09 00 00 00 Typing and Related Occupations under OFFICE OCCUPATIONS.)	391				
03.06 01 00 00	Business Correspondence	391				
03.06 02 00 00	Report Writing (Included as 04.10 14 00 00 Report Writing under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING), and 14.04 02 00 00 Correspondence Clerk under OFFICE OCCUPATIONS.)	391				
03.06 03 00 00	Spelling and Vocabulary Building	391				
03.06 99 00 00	Other Business Communications (Specify.)	391				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
03. BUSINESS (continued)						
03.07 00 00 00	Business Ethics (This subject matter is also emphasized in various categories under 14.00 00 00 00 OFFICE OCCUPATIONS.)...............	392				
03.08 00 00 00	Business Finance (See also the categories 14.01 00 00 00 Accounting and Computing Occupations and 14.08 00 00 00 Supervisory and Administrative Management Occupations under OFFICE OCCUPATIONS.)........	392				
03.09 00 00 00	Business Law (Included as 04.10 03 00 00 Business Law under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).) (See also the categories 14.01 00 00 00 Accounting and Computing Occupations, 14.05 00 00 00 Materials Support Occupations: transporting, storing, and recording, and 14.08 00 00 00 Supervisory and Administrative Management Occupations under OFFICE OCCUPATIONS.)........	392				
03.10 00 00 00	Business Machines (See also 14.01 04 00 00 Machine Operators: Billing, Bookkeeping, and Computing Machine Operators, and the category 14.03 00 00 00 Filing, Office Machines, and General Office Clerical Occupations under OFFICE OCCUPATIONS.) (See also					

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
03. BUSINESS (continued)						
	specialized subject listings in the BUSINESS subject-matter area.)...............	392				
03.10 01 00 00	Business Machines, First Course (See also 14.01 04 00 00 Machine Operators: Billing, Bookkeeping, and Computing Machine Operators under OFFICE OCCUPATIONS.)......	393				
03.10 02 00 00	Business Machines, Second Course (See also 14.01 04 00 00 Machine Operators: Billing, Bookkeeping, and Computing Machine Operators under OFFICE OCCUPATIONS.)......	393				
03.10 03 00 00	Calculating and Listing Machines (For definition see 14.01 04 00 00 Machine Operators: Billing, Bookkeeping, and Computing Machine Operators under OFFICE OCCUPATIONS.)............	393				
03.10 04 00 00	Duplicating Machines (See also 14.03 01 00 00 Duplicating Machine Operators under OFFICE OCCUPATIONS.)............	393				
03.10 99 00 00	Other Business Machines and Appliances (Specify.).....	393				

For KEY, see p. 225.

Classification of Items of Information	Def. Page No.	Type of Instructional Program			
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TENTATIVE
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04.10 03 00 00	Business Law (For definition see 03.09 00 00 00 Business Law under BUSINESS.)...............	430				
04.10 04 00 00	Communications for Distribution (See also 03.06 00 00 00 Business Communications under BUSINESS.)...............	430				
04.10 05 00 00	Economics of Consumption (See also 15.06 03 00 00 Consumer Economics under SOCIAL SCIENCES/SOCIAL STUDIES.)...............	430				
04.10 06 00 00	Economics of Marketing.....	431				
04.10 07 00 00	Effective Store Speech.....	431				
04.10 08 00 00	Employee Supervision.......	431				
04.10 09 00 00	Employee Training..........	431				
04.10 10 00 00	Evaluation Techniques......	431				
04.10 11 00 00	Expense Control............	432				
04.10 12 00 00	Human Relations (See also 03.11 00 00 00 Business Psychology under BUSINESS.)	432				

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Classification of Items of Information	Def. Page No.	Type of Instructional Program Elem.	Sec.	C	A
04. DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING) (continued)					
04.10 13 00 00 Mathematics of Distribution..................	432				
04.10 14 00 00 Report Writing--(For definition see 03.06 02 00 00 Report Writing under BUSINESS.)	432				
04.10 99 00 00 Other Allied Subject Matter (Specify.).......	432				
04.99 00 00 00 Other Distributive Education (Distribution and Marketing) (Specify.)...........	432				

For KEY, see p. 225.

	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
05.00 00 00 00	ENGLISH (LANGUAGE ARTS)	433				
05.01 00 00 00	Language Skills	433				
05.01 01 00 00	Reading	433				
05.01 01 01 00	Reading Readiness	433				
05.01 01 02 00	Beginning Reading	434				
05.01 01 03 00	Developmental Reading Program	434				
05.01 01 04 00	Basal Reading Program	434				
05.01 01 05 00	Remedial Reading	434				
05.01 01 06 00	Individualized Reading	434				
05.01 01 99 00	Other Reading (Specify.)	435				
05.01 02 00 00	Handwriting (Penmanship)	435				
05.01 02 01 00	Manuscript Writing	435				
05.01 02 02 00	Cursive Writing	435				
05.01 02 99 00	Other Handwriting (Specify.)	435				
05.01 03 00 00	Spelling	435				
05.01 04 00 00	Punctuation	435				
05.01 05 00 00	Listening (See also 05.05 01 04 00 Listening under Speech.)	435				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
05. ENGLISH (LANGUAGE ARTS) (continued)						
05.01 06 00 00	Dictionary Skills	436				
05.01 07 00 00	Reference Skills	436				
05.01 08 00 00	Voice and Diction (For definition see 05.05 03 01 00 Voice and Diction under Speech.)	436				
05.01 99 00 00	Other Language Skills (Specify.)	436				
05.02 00 00 00	Linguistics	436				
05.02 01 00 00	Phonology	436				
05.02 01 01 00	Phonetics	436				
05.02 01 02 00	Phonemics	436				
05.02 02 00 00	Grammar	436				
05.02 02 01 00	Traditional Grammar (School)	437				
05.02 02 02 00	Structural Grammar (Descriptive)	437				
05.02 02 03 00	Generative Grammar	437				
05.02 02 04 00	Transformational Grammar	437				
05.02 03 00 00	Usage (Functional Grammar)	437				
05.02 04 00 00	History of the English Language	438				
05.02 05 00 00	Dialectology	438				
05.02 06 00 00	Semantics (Semology)	438				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
05.	ENGLISH (LANGUAGE ARTS) (continued)					
05.02 07 00 00	Study About Language.......	439				
05.02 99 00 00	Other Linguistics (Specify.)	439				
05.03 00 00 00	Literature....................	439				
	By Source (not coded)					
05.03 01 00 00	American Literature.....	439				
05.03 02 00 00	Biblical Literature.....	440				
05.03 03 00 00	Classical Literature....	440				
05.03 04 00 00	English Literature......	440				
05.03 05 00 00	World Literature........	440				
05.03 35 00 00	Other Literature by Source (Specify.).....	440				
	By Genre (not coded)					
05.03 36 00 00	Biography...............	440				
05.03 37 00 00	Drama...................	441				
05.03 38 00 00	Essay...................	441				
05.03 39 00 00	Fiction.................	441				
05.03 40 00 00	Poetry..................	441				
05.03 65 00 00	Other Literature by Genre (Specify.)......	442				
05.03 66 00 00	Children's Literature......	442				
05.03 67 00 00	Adolescents' Literature....	442				
05.03 68 00 00	Myth and Legend...........	442				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
05. ENGLISH (LANGUAGE ARTS) (continued)						
05.03 69 00 00	Humanities (See also 02.01 03 00 00 Humanities under ART and 12.06 00 00 00 Humanities under MUSIC.)............	442				
05.03 99 00 00	Other Literature (Specify.)	442				
05.04 00 00 00	Composition...................	443				
05.04 01 00 00	Theory......................	443				
05.04 01 01 00	Logic.....................	443				
05.04 01 02 00	Rhetoric (See also 05.05 01 00 00 Rhetoric and Public Address under Speech.)	443				
05.04 01 03 00	General Semantics.......	444				
05.04 02 00 00	Writing.....................	444				
05.04 02 01 00	Expository Writing......	444				
05.04 02 02 00	Persuasive Writing......	445				
05.04 02 03 00	Creative Writing........	445				
05.04 02 04 00	Narrative Writing.......	445				
05.04 03 00 00	Journalism..................	445				
05.04 03 01 00	Reporting...............	445				
05.04 03 02 00	Editorial Writing.......	445				
05.04 03 03 00	Feature Writing.........	445				
05.04 03 04 00	History of Journalism...	446				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
05.	ENGLISH (LANGUAGE ARTS) (continued)					
05.04 03 99 00	Other Journalism (Specify.)............	446				
05.04 99 00 00	Other Composition (Specify.)	446				
05.05 00 00 00	Speech..........................	446				
05.05 01 00 00	Rhetoric and Public Address (See also 05.04 01 02 00 Rhetoric under Composition.)............	446				
05.05 01 01 00	Public Speaking.........	446				
05.05 01 02 00	Argumentation and Debate	446				
05.05 01 03 00	Communication Theory....	447				
05.05 01 04 00	Listening (See also 05.01 05 00 00 Listening under Language Skills.).............	447				
05.05 01 05 00	Discussion.............	447				
05.05 01 06 00	Speech Criticism........	447				
05.05 01 07 00	Parliamentary Procedure.	447				
05.05 01 08 00	Persuasion.............	447				
05.05 01 99 00	Other Rhetoric and Public Address (Specify.)............	447				
05.05 02 00 00	Oral Interpretation of Literature...............	447				
05.05 02 01 00	Choral Speech..........	448				
05.05 02 02 00	Readers' Theatre........	448				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
05.	ENGLISH (LANGUAGE ARTS) (continued)					
05.05 03 00 00	Speech Improvement	448				
05.05 03 01 00	Voice and Diction	448				
05.05 03 99 00	Other Speech Improvement (Specify.)	448				
05.05 04 00 00	Speech Through Mass Media.	448				
05.05 04 01 00	Radio and Television	448				
05.05 04 02 00	Film	449				
05.05 99 00 00	Other Speech (Specify.)	449				
05.06 00 00 00	Dramatic Arts	449				
05.06 01 00 00	Acting	449				
05.06 02 00 00	Dramatic Literature	449				
05.06 03 00 00	Creative Dramatics	449				
05.06 04 00 00	Play Production	449				
05.06 05 00 00	Playwriting	449				
05.06 06 00 00	Technical Theatre and Design	449				
05.06 07 00 00	Theatre Criticism	450				
05.06 08 00 00	Theatre History	450				
05.06 99 00 00	Other Dramatic Arts (Specify.)	450				
05.99 00 00 00	Other English (Language Arts) (Specify.)	450				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
06.00 00 00 00	FOREIGN LANGUAGES*	451				
06.01 00 00 00	Classical Languages*..........	451				
06.01 01 00 00	Arabic (classical).........	451				
06.01 02 00 00	Chinese (classical)........	451				
06.01 03 00 00	Greek (classical)..........	451				
06.01 04 00 00	Hebrew (classical/ Biblical)................	451				
06.01 05 00 00	Latin (classical)..........	452				
06.01 99 00 00	Other Classical Languages (Specify.**)...	452				
06.02 00 00 00	Modern Foreign Languages*.....	452				
06.02 01 00 00	Arabic, Modern Standard....	452				
06.02 02 00 00	Arabic, colloquial (specify dialect.).......	452				
06.02 03 00 00	Chinese, modern Mandarin...	452				
06.02 04 00 00	Chinese, Cantonese.........	452				
06.02 05 00 00	Czech......................	452				
06.02 06 00 00	English as a foreign language................	452				
06.02 07 00 00	Finnish....................	453				
06.02 08 00 00	French.....................	453				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
06. FOREIGN LANGUAGES (continued)						
06.02 09 00 00	German....................	453				
06.02 10 00 00	Greek, modern.............	453				
06.02 11 00 00	Hawaiian..................	453				
06.02 12 00 00	Hebrew, modern (Israeli)..	453				
06.02 13 00 00	Italian...................	453				
06.02 14 00 00	Japanese........	453				
06.02 15 00 00	Norwegian.................	453				
06.02 16 00 00	Polish....................	453				
06.02 17 00 00	Portuguese................	453				
06.02 18 00 00	Russian...................	453				
06.02 19 00 00	Spanish...................	454				
06.02 20 00 00	Swedish...................	454				
06.02 99 00 00	Other Modern Foreign Languages* (Specify.)...	454				

*General Language designates a course, complete in itself, offering orientation to the study of language, to the culture it represents, to the story of language, and is designed for pupils who have little or no previous experience in foreign languages. All such courses properly belong in the area of ENGLISH (LANGUAGE ARTS). Among the titles possible for such courses are these: Comparative Language, Experimental Language, Exploratory Language, General Language, Introductory Language, Introduction to Language, Language Background, Language Culture.

For KEY, see p. 225.

Classification of Items of Information	Def. Page No.	Type of Instructional Program			
		Elem.	Sec.	C	A
06. FOREIGN LANGUAGES (continued)					
Language Orientation, Language Survey, Latin Derivatives, Latin and Greek Derivatives, Mythology, Principles of Languages, and Word Cues.					
**VIZ. Chapter 5, p.451 re definition of Classical Languages					

For KEY, see p. 225.

TENTATIVE
Work Material

	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
07.00 00 00 00	HEALTH OCCUPATIONS EDUCATION (Health occupations for which definitive, formal educational programs have been instituted at less than the baccalaureate level)	455				
07.01 00 00 00	Dental Services................	456				
07.01 01 00 00	Dental Assistant	456				
07.01 02 00 00	Dental Hygienist, Associate Degree (Included as 16.03 01 00 00 Dental Hygienist, Associate Degree under TECHNICAL EDUCATION).....	457				
07.01 03 00 00	Dental Laboratory Technician	457				
07.02 00 00 00	Medical Services	457				
	Clinical Laboratory (not coded)					
07.02 01 00 00	Cytology Technician (Cytotechnologist)........	457				
07.02 02 00 00	Histology Technician	457				
07.02 03 00 00	Medical Laboratory Assistant (Included as 16.03 02 00 00 Medical Laboratory Assistant under TECHNICAL EDUCATION).....	457				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
07.	HEALTH OCCUPATIONS EDUCATION (continued)					
	Nursing (not coded)					
07.02 04 00 00	Nurse, Associate Degree (Included as 16.03 04 00 00 Nurse, Associate Degree under TECHNICAL EDUCATION)....	458				
07.02 05 00 00	Practical (Vocational) Nurse).................	458				
07.02 06 00 00	Nurse's Aide..............	458				
	Technological (not coded)					
07.02 07 00 00	Biomedical Technician (Medical Electronics Technician)............	458				
07.02 08 00 00	Hospital Food Service Supervisor.............	458				
07.02 09 00 00	Inhalation Therapy Technician.............	458				
07.02 10 00 00	Medical Record Technician (See also 14.03 00 00 00 Filing, Office Machines, and General Office Clerical under OFFICE OCCUPATIONS.)...........	459				
07.02 11 00 00	Medical X-ray Technician (Radiologic Technologist) (Included as 16.03 03 00 00 Medical X-ray Technician (Radiologic Technician) under TECHNICAL EDUCATION).............	459				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
07.	HEALTH OCCUPATIONS EDUCATION (continued)					
07.02 12 00 00	Optician	459				
07.02 13 00 00	Surgical Technician (Operating Room Technician)	459				
	Rehabilitation Services (not coded)					
07.02 14 00 00	Occupational Therapy Assistant	459				
07.02 15 00 00	Physical Therapy Assistant	459				
07.02 99 00 00	Other Medical Services (Specify.)	460				
07.03 00 00 00	Other Health Occupations Education (for which definitive, formal educational programs have not been generally instituted at less than the baccalaureate degree level), such as:	460				
07.03 01 00 00	Electroencephalograph Technician	460				
07.03 02 00 00	Health Education Assistant	460				
07.03 03 00 00	Home Health Aide	460				
07.03 04 00 00	Medical Emergency Technician	460				
07.03.05 00 00	Medical and Psychiatric Social Worker Assistant	460				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program Elem.	Sec.	C	A
07.	HEALTH OCCUPATIONS EDUCATION (continued)					
07.03 06 00 00	Nuclear Medical Technician	460				
07.03 07 00 00	Orthoptic Technician	460				
07.03 08 00 00	Orthotist	460				
07.03 09 00 00	Radiation Therapy Technician	460				
07.03 99 00 00	Other (Specify.)	460				

For KEY, see p. 225.

	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
08.00 00 00 00	HEALTH AND SAFETY EDUCATION, DRIVER EDUCATION, PHYSICAL EDUCATION, AND RECREATION	461				
08.01 00 00 00	Health Education................	461				
08.01 01 00 00	Community Health............	461				
08.01 02 00 00	Consumer Health.............	461				
08.01 03 00 00	Disease Prevention and Control: Communicable and Chronic...............	462				
08.01 04 00 00	Environmental Health.........	462				
08.01 05 00 00	Family Life Education (including Sex Education)..	462				
08.01 06 00 00	First Aid...................	462				
08.01 07 00 00	Growth and Development.......	462				
08.01 08 00 00	Harmful Substances..........	463				
08.01 09 00 00	Health Careers..............	463				
08.01 10 00 00	Health Maintenance and Care..	463				
08.01 10 01 00	Foods and Nutrition (For definition see 09.01 07 00 00 Foods and Nutrition under HOME ECONOMICS.)........	463				
08.01 10 02 00	Dental Health............	463				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
08.	HEALTH AND SAFETY EDUCATION, DRIVER EDUCATION, PHYSICAL EDUCATION, AND RECREATION (continued)					
08.01 10 03 00	Physical Fitness: exercise, sleep, rest, relaxation, and recreation	463				
08.01 10 04 00	Personal Grooming and Body Care	464				
08.01 10 05 00	Mental Health	464				
08.01 10 99 00	Other Health Maintenance and Care	464				
08.01 11 00 00	International Health	464				
08.01 99 00 00	Other Health Education (Specify.)	464				
08.02 00 00 00	Safety Education	464				
08.02 01 00 00	Civil Defense	464				
08.02 02 00 00	Explosives	465				
08.02 03 00 00	Fire Arms	465				
08.02 04 00 00	Fire Safety	465				
08.02 05 00 00	Holiday and Vacation Safety	465				
08.02 06 00 00	Law, Liability, and Responsibility	466				
08.02 07 00 00	Personal Responsibility in Unsupervised Activities	466				
08.02 08 00 00	Safety in the Home	466				

For KEY, see p. 225.

	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
08.	HEALTH AND SAFETY EDUCATION, DRIVER EDUCATION, PHYSICAL EDUCATION, AND RECREATION (continued)					
08.02 09 00 00	Safety in Physical Education and Recreation.....	466				
08.02 10 00 00	School Safety............	466				
08.02 11 00 00	Traffic Safety...........	467				
08.02 11 01 00	Bicycle, Motor Bike, other..............	467				
08.02 11 02 00	Passenger.............	467				
08.02 11 03 00	Pedestrian............	467				
08.02 11 04 00	Safety Patrol.........	467				
08.02 11 99 00	Other Traffic Safety (Specify.)..........	467				
08.02 12 00 00	Vocational and Occupational Safety..........	468				
08.02 13 00 00	Water Safety.............	468				
08.02 99 00 00	Other Safety Education (Specify.)..............	468				
08.03 00 00 00	Driver Education............	468				
08.03 01 00 00	Alcohol, Drugs, other Harmful Substances, and Driving...............	468				
08.03 02 00 00	Characteristics of Drivers	468				
08.03 03 00 00	Development of Judgment...	468				
08.03 04 00 00	Driving Skills (Behind-the-wheel Driving)..........	469				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
08.	HEALTH AND SAFETY EDUCATION, DRIVER EDUCATION, PHYSICAL EDUCATION, AND RECREATION (continued)					
08.03 05 00 00	Engineering..............	469				
08.03 06 0C 00	Laws and Ordinances of Enforcement............	469				
08.03 07 00 00	Motor Vehicle, The.,......	469				
08.03 08 00 00	Traffic Accidents........	469				
08.03 09 00 00	Traffic Citizenship......	469				
08.03 99 00 00	Other Driver Education (Specify.)............	470				
08.04 00 00 00	Physical Education.........	470				
08.04 01 00 00	Adapted Physical Education............	470				
08.04 02 00 00	Aquatics.................	470				
08.04 02 01 00	Diving................	471				
08.04 02 02 00	Lifesaving............	471				
08.04 02 03 00	Skin and Scuba Diving.	471				
08.04 02 04 00	Small Crafts..........	471				
08.04 02 05 00	Surfing...............	471				
08.04 02 06 00	Swimming..............	471				
08.04 02 07 00	Synchronized Swimming.	471				
08.04 02 08 00	Water Games...........	471				
08.04 02 09 00	Waterskiing...........	471				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
08. HEALTH AND SAFETY EDUCATION, DRIVER EDUCATION, PHYSICAL EDUCATION, AND RECREATION (continued)						
08.04 02 99 00	Other Aquatics (Specify.)...........	471				
08.04 03 00 00	Body Dynamics............	471				
08.04 03 01 00	Conditioning Exercises.	471				
08.04 03 02 00	Fundamental Movements..	472				
08.04 03 03 00	Individual Self-testing Events...............	472				
08.04 03 04 00	Posture Education......	472				
08.04 03 99 00	Other Body Dynamics (Specify.)...........	472				
08.04 04 00 00	Dance, Rhythms, and Dramatic Activities.....	472				
08.04 04 01 00	Dance (Physical Education)...........	472				
08.04 04 01 01	Folk Dance..........	473				
08.04 04 01 02	Modern Dance........	473				
08.04 04 01 03	Social Dance........	473				
08.04 04 01 04	Square Dance........	473				
08.04 04 02 00	Rhythms................	473				
08.04 04 03 00	Dramatic Activities....	473				
08.04 04 03 01	Folk Festival......	473				
08.04 04 03 02	Free Play..........	473				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
08.	HEALTH AND SAFETY EDUCATION, DRIVER EDUCATION, PHYSICAL EDUCATION, AND RECREATION (continued)					
08.04 04 03 03	Mimetics	473				
08.04 04 03 04	Pageantry	473				
08.04 04 03 05	Story Play	473				
08.04 04 03 99	Other Dramatic Activities (Specify.)	473				
08.04 05 00 00	Group Games, Contests, and Relays	473				
08.04 06 00 00	Individual and Dual Sports	474				
08.04 06 01 00	Archery	474				
08.04 06 02 00	Badminton	474				
08.04 06 03 00	Bowling	474				
08.04 06 04 00	Fencing	474				
08.04 06 05 00	Golf	474				
08.04 06 06 00	Handball	474				
08.04 06 07 00	Tennis	474				
08.04 06 08 00	Track and Field	474				
08.04 06 09 00	Wrestling	474				
08.04 06 99 00	Other Individual and Dual Sports (Specify.)	474				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program Elem.	Sec.	C	A
08.	HEALTH AND SAFETY EDUCATION, DRIVER EDUCATION, PHYSICAL EDUCATION, AND RECREATION (continued)					
08.04 07 00 00	Outdoor Recreational Activities..............	474				
08.04 07 01 00	Camping................	474				
08.04 07 02 00	Fishing................	475				
08.04 07 03 00	Ice Skating............	475				
08.04 07 04 00	Orienteering...........	475				
08.04 07 05 00	Riding.................	475				
08.04 07 06 00	Skin and Scuba Diving...	475				
08.04 07 07 00	Small Crafts...........	475				
08.04 07 07 01	Boating............	475				
08.04 07 07 02	Canoeing...........	475				
08.04 07 07 03	Rowing.............	475				
08.04 07 07 04	Sailing............	475				
08.04 07 07 99	Other Small Crafts (Specify.).........	475				
08.04 07 08 00	Snowskiing.............	475				
08.04 07 09 00	Surfing................	475				
08.04 07 10 00	Waterskiing............	475				
08.04 07 99 00	Other Outdoor Recreational Activities (Specify.)...........	475				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program Elem.	Sec.	C	A
08.	HEALTH AND SAFETY EDUCATION, DRIVER EDUCATION, PHYSICAL EDUCATION, AND RECREATION (continued)					
08.04 08 00 00	Stunts, Tumbling, and Gymnastics	475				
08.04 08 01 00	Balancing	476				
08.04 08 02 00	Building Pyramids	476				
08.04 08 03 00	Parallel Bars	476				
08.04 08 04 00	Horizontal Bars	476				
08.04 08 05 00	Rings	476				
08.04 08 06 00	Ropes	476				
08.04 08 07 00	Side Horse	476				
08.04 08 08 00	Trampoline	476				
08.04 08 99 00	Other Stunts, Tumbling, and Gymnastics (Specify.)	476				
08.04 09 00 00	Team Sports	476				
08.04 09 01 00	Baseball	476				
08.04 09 02 00	Basketball	476				
08.04 09 03 00	Cross Country	476				
08.04 09 04 00	Field Hockey	476				
08.04 09 05 00	Football	476				
08.04 09 06 00	Ice Hockey	477				
08.04 09 07 00	Lacrosse	477				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
08.	HEALTH AND SAFETY EDUCATION, DRIVER EDUCATION, PHYSICAL EDUCATION, AND RECREATION (continued)					
08.04 09 08 00	Soccer.................	477				
08.04 09 09 00	Softball..............	477				
08.04 09 10 00	Speed-a-way............	477				
08.04 09 11 00	Speedball.............	477				
08.04 09 12 00	Volley ball...........	477				
08.04 09 13 00	Water Polo............	477				
08.04 09 99 00	Other Team Sports (Specify.)..........	477				
08.04 99 00 00	Other Physical Education (Specify.).............	477				
08.05 00 00 00	Recreation...................	477				
08.05 01 00 00	Arts and Crafts..........	477				
08.05 02 00 00	Communicative Arts........	478				
08.05 03 00 00	Hobbies..................	478				
08.05 04 00 00	Outdoor Recreation.......	478				
08.05 05 00 00	Performing Arts..........	478				
08.05 05 01 00	Dance.................	478				
08.05 05 02 00	Drama.................	478				
08.05 05 03 00	Music.................	478				
08.05 05 99 00	Other Performing Arts (Specify.)...........	479				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program Elem.	Sec.	C	A
08. HEALTH AND SAFETY EDUCATION, DRIVER EDUCATION, PHYSICAL EDUCATION, AND RECREATION (continued)						
08.05 06 00 00	Physical Recreation......	479				
08.05 07 00 00	Voluntary Service........	479				
08.05 99 00 00	Other Recreation (Specify.).............	479				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
09.00 00 00 00	HOME ECONOMICS	480				
09.01 00 00 00	Homemaking--Preparation for Personal, Home, and Family Living........................	480				
09.01 01 00 00	Comprehensive Homemaking or Home Economics.............	480				
09.01 02 00 00	Child Development............	480				
09.01 03 00 00	Clothing and Textiles........	480				
09.01 04 00 00	Consumer Education--(For definition see 15.05 00 00 00 Consumer Education under SOCIAL SCIENCES/SOCIAL STUDIES.) (Emphasis in home economics will be oriented to management of a home and to the welfare of family members.).................	481				
09.01 05 00 00	Family Health................	481				
09.01 06 00 00	Family Relations.............	481				
09.01 07 00 00	Foods and Nutrition..........	481				
09.01 08 00 00	Home Management..............	481				
09.01 09 00 00	Housing and Home Furnishings..	482				
09.01 99 00 00	Other Homemaking (Specify.)..	482				
09.02 00 00 00	Occupational Preparation........	482				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program Elem.	Sec.	C	A
09. HOME ECONOMICS (continued)						
09.02 01 00 00	Care and Guidance of Children.................	482				
09.02 02 00 00	Clothing Management, Production, and Services.	483				
09.02 03 00 00	Food Management, Production, and Services.......	483				
09.02 04 00 00	Home Furnishings, Equipment, and Services.......	483				
09.02 05 00 00	Institutional and Home Management and Supporting Services.................	483				
09.02 99 00 00	Other Occupational Preparation (Specify.)..........	483				
09.99 00 00 00	Other Home Economics (Specify.)..................	483				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
10.00 00 00 00	INDUSTRIAL ARTS	484				
10.01 00 00 00	Construction	484				
10.02 00 00 00	Crafts (Industrial)	484				
10.02 01 00 00	Art Metals	484				
10.02 02 00 00	Ceramics	484				
10.02 03 00 00	Crafts (Industrial)	485				
10.02 04 00 00	Industrial Crafts--(See Crafts (Industrial).)	485				
10.02 05 00 00	Leather	485				
10.02 06 00 00	Textiles	485				
10.02 99 00 00	Other Crafts (Industrial) (Specify.)	485				
10.03 00 00 00	Drafting	485				
10.03 01 00 00	Architectural Drafting	485				
10.03 02 00 00	Descriptive Geometry	486				
10.03 03 00 00	Drafting	486				
10.03 04 00 00	Drafting Technology	486				
10.03 05 00 00	Engineering Drawing	486				
10.03 06 00 00	Industrial Design	486				
10.03 07 00 00	Mechanical Drawing	486				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
10.	INDUSTRIAL ARTS (continued)					
10.03 08 00 00	Technical Illustration....	487				
10.03 99 00 00	Other Drafting (Specify.)..	487				
10.04 00 00 00	Electricity/Electronics......	487				
10.04 01 00 00	Electricity..............	487				
10.04 02 00 00	Electricity/Electronics...	487				
10.04 03 00 00	Electronics..............	487				
10.04 99 00 00	Other Electricity/ Electronics (Specify.)...	488				
10.05 00 00 00	Elementary School Industrial Arts......................	488				
10.06 00 00 00	General Industrial Arts (Formerly General Shop)....	488				
10.07 00 00 00	Graphic Arts.................	488				
10.07 01 00 00	Graphic Arts.............	488				
10.07 02 00 00	Photography..............	489				
10.07 03 00 00	Photolithography (Photo-offset-lithography or Offset).................	489				
10.07 04 00 00	Printing.................	489				
10.07 99 00 00	Other Graphic Arts (Specify.)..............	489				
10.08 00 00 00	Home Mechanics...............	489				
10.09 00 00 00	Industrial Arts Mathematics (For definition see					

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
10.	INDUSTRIAL ARTS (continued)					
	11.05 03 00 00 Shop Mathematics under MATHEMATICS.)...........	489				
10.10 00 00 00	Industrial Arts Science (Applied Chemistry) (See also Major Aspects of the Physical Sciences, 13.03 00 00 00 Physical Sciences under NATURAL SCIENCES.).................	489				
10.11 00 00 00	Industrial Arts Science (Applied Physics) (See also Major Aspects of the Physical Sciences, 13.03 00 00 00 Physical Sciences under NATURAL SCIENCES.).................	490				
10.12 00 00 00	Industrial Materials and Processes.................	490				
10.12 01 00 00	Fluid Power..............	490				
10.12 02 00 00	Industrial Materials......	490				
10.12 03 00 00	Industrial Materials and Processes..............	490				
10.12 04 00 00	Industrial Processes......	491				
10.12 05 00 00	Instrumentation...........	491				
10.12 06 00 00	Numerical Control.........	491				
10.12 99 00 00	Other Industrial Materials and Processes (Specify.).............	491				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
10.	INDUSTRIAL ARTS (continued)					
10.13 00 00 00	Manufacturing	491				
10.14 00 00 00	Metals	491				
10.14 01 00 00	Metals	492				
10.14 02 00 00	Metal Machining (Metal Shop)	492				
10.14 03 00 00	Metal Technology	492				
10.14 04 00 00	Sheet Metal	492				
10.14 05 00 00	Welding	492				
10.14 99 00 00	Other Metals (Specify.)	492				
10.15 00 00 00	Plastics	492				
10.15 01 00 00	Plastics	492				
10.15 02 00 00	Plastics Technology	493				
10.15 99 00 00	Other Plastics (Specify.)	493				
10.16 00 00 00	Power and Automotive Mechanics	493				
10.16 01 00 00	Automotive Mechanics	493				
10.16 02 00 00	Power and Automotive Mechanics	493				
10.16 03 00 00	Power Mechanics	493				
10.16 04 00 00	Transportation	494				
10.16 99 00 00	Other Power and Automotive Mechanics (Specify.)	494				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
10. INDUSTRIAL ARTS (continued)						
10.17 00 00 00	Research and Development.....	494				
10.18 00 00 00	Service Industries...........	494				
10.19 00 00 00	Woods........................	494				
10.19 01 00 00	Woods........................	494				
10.19 02 00 00	Woods Technology..........	495				
10.19 99 00 00	Other Woods (Specify.)....	495				
10.99 00 00 00	Other Industrial Arts (Specify.)................	495				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
11.00 00 00 00	MATHEMATICS	496				
11.01 00 00 00	Elementary School Mathematics (K-6)--(Topics from which selections may be made for describing the subject matter are listed in chapter 5 under 11.01 00 00 00 Elementary School Mathematics.)........	496				
11.02 00 00 00	Mathematics (7th and 8th grades)--(Topics from which selections may be made for describing the subject matter are listed under each of the following subheadings in chapter 5 under 11.02 00 00 00 Mathematics (7th and 8th grades).).......	497				
11.02 01 00 00	Arithmetic..................	498				
11.02 02 00 00	Geometry....................	498				
11.02 03 00 00	Algebra and Statistics......	499				
11.03 00 00 00	Algebra--(Topics from which selections may be made for describing the subject matter in 11.03 01 00 00 First-, 11.03 02 00 00 Second-, and 11.03 03 00 00 Third-year Algebra, are listed under 11.03 00 00 00 Algebra in chapter 5.)..................	500				
11.03 01 00 00	First-year..................	500				
11.03 02 00 00	Second-year.................	500				
11.03 03 00 00	Third-year..................	500				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
11.	MATHEMATICS (continued)					
11.03 04 00 00	College Algebra (Subject matter is the same as or similar to 11.03 03 00 00 Algebra-- Third-year and/or 11.09 00 00 00 Elementary Functions.)	503				
11.03 05 00 00	Intermediate Algebra (Subject matter is the same as or similar to 11.03 02 00 00 Algebra-- Second-year.)	503				
11.03 06 00 00	Linear Algebra	504				
11.03 99 00 00	Other Algebra (Specify.)	504				
11.04 00 00 00	Algebra and Trigonometry (integrated) (Topics from which selections may be made for describing the subject matter are listed under 11.04 00 00 00 Algebra and Trigonometry (integrated) in chapter 5.)	504				
11.05 00 00 00	Applied Mathematics	505				
11.05 01 00 00	Business Arithmetic (Included as 03.05 00 00 00 Business Arithmetic under BUSINESS.)	505				
11.05 02 00 00	Consumer Mathematics	505				
11.05 03 00 00	Shop Mathematics (Included as 10.09 00 00 00 Industrial Arts Mathematics under INDUSTRIAL ARTS.)	505				
11.05 99 00 00	Other Applied Mathematics (Specify.)	505				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
11. MATHEMATICS (continued)						
11.06 00 00 00	Calculus--(Topics from which selections may be made for describing the subject matter in 11.06 01 00 00 First- and 11.06 02 00 00 Second-year Calculus are listed under 11.06 00 00 00 Calculus in chapter 5.)	506				
11.06 01 00 00	First-year	506				
11.06 02 00 00	Second-year	507				
11.07 00 00 00	Calculus with Analytical Geometry	508				
11.08 00 00 00	Computer Mathematics--(Topics from which selections may be made for describing the subject matter are listed under 11.08 00 00 00 Computer Mathematics in chapter 5.) (See also 03.17 03 00 00 Computer-oriented Mathematics (Data-processing Mathematics) under BUSINESS.)	508				
11.09 00 00 00	Elementary Functions--(Topics from which selections may be made for describing the subject matter are listed under 11.09 00 00 00 Elementary Functions in chapter 5.)	509				
11.10 00 00 00	First-year College Mathematics for Elementary School Teachers --(Topics from which selections may be made for describing the subject matter are listed under 11.10 00 00 00 First-year					

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
11.	MATHEMATICS (continued)					
	College Mathematics for Elementary School Teachers in chapter 5.)	509				
11.11 00 00 00	General Mathematics--(Topics from which selections may be made to describe subject matter in 11.11 01 00 00 First-, 11.11 02 00 00 Second-, 11.11 03 00 00 Third-, and 11.11 04 00 00 Fourth-year General Mathematics are listed under 11.11 00 00 00 General Mathematics in chapter 5.)	509				
11.11 01 00 00	First-year	510				
11.11 02 00 00	Second-year	512				
11.11 03 00 00	Third-year	513				
11.11 04 00 00	Fourth-year	515				
11.12 00 00 00	Geometry--(Topics from which selections may be made to describe the subject matter are listed under 11.12 00 00 00 Geometry in chapter 5.)	517				
11.12 01 00 00	Analytic Geometry--(Topics from which selections may be made to describe the subject matter are listed under 11.12 01 00 00 Analytic Geometry in chapter 5.)	518				
11.12 02 00 00	Plane Geometry--(Topics from which selections may be made to describe the					

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
11. MATHEMATICS (continued)						
	subject matter are listed under 11.12 02 00 00 Plane Geometry in chapter 5.)......................	519				
11.12 03 00 00	Plane and Solid Geometry--(integrated)--(Topics from which selections may be made to describe the subject matter are listed under 11.12 03 00 00 Plane and Solid Geometry (integrated) in chapter 5.)	520				
11.12 04 00 00	Solid Geometry--(Topics from which selections may be made to describe the subject matter are listed under 11.12 04 00 00 Solid Geometry in chapter 5.)...	521				
11.12 99 00 00	Other Geometry (Specify.)...	521				
11.13 00 00 00	Introduction to Analysis--(Topics from which selections may be made to describe the subject matter are listed under 11.13 00 00 00 Introduction to Analysis in chapter 5.).....................	522				
11.14 00 00 00	Liberal Arts Mathematics.......	522				
11.15 00 00 00	Probability and Statistics--(Topics from which selections may be made to describe the subject matter are listed under 11.15 00 00 00 Probability and Statistics in chapter 5.)...............	523				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
11. MATHEMATICS (continued)						
11.16 00 00 00	Trigometry--(Topics from which selections may be made to describe the subject matter are listed under 11.16 00 00 00 Trigonometry in chapter 5.)................	524				
11.99 00 00 00	Other Mathematics (Specify.)....	524				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program Elem.	Sec.	C	A
12.00 00 00 00	MUSIC					
12.01 00 00 00	Music in General Education......	525				
12.02 00 00 00	Music Literature and/or History.	525				
12.03 00 00 00	Music Theory....................	525				
12.03 01 00 00	Fundamentals.................	525				
12.03 02 00 00	Harmony......................	525				
12.03 99 00 00	Other Music Theory (Specify.)	525				
12.04 00 00 00	Vocal Music.....................	526				
12.04 01 00 00	Choir, Chorus, and/or Glee Club.....................	526				
12.04 01 01 00	Female....................	526				
12.04 01 02 00	Male......................	526				
12.04 01 03 00	Mixed.....................	526				
12.04 02 00 00	Vocal Instruction...........	526				
12.04 02 01 00	Group.....................	526				
12.04 02 02 00	Individual................	526				
12.04 03 00 00	Small Vocal Ensembles.......	526				
12.04 99 00 00	Other Vocal Music (Specify.).	526				
12.05 00 00 00	Instrumental Music.............	526				
12.05 01 00 00	Band.......................	527				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
12.	MUSIC (continued)					
12.05.01 01 00	Concert...............	527				
12.05 01 02 00	Marching..............	527				
12.05 01 03 00	Stage.................	527				
12.05 01 99 00	Other Band (Specify.).	527				
12.05 02 00 00	Orchestra................	527				
12.05 02 01 00	Chamber...............	527				
12.05 02 02 00	Full..................	527				
12.05 02 03 00	String................	527				
12.05 02 99 00	Other Orchestra (Specify.)..........	527				
12.05 03 00 00	Small Instrumental Ensembles..............	527				
12.05 04 00 00	Instrumental Instruction.	527				
12.05 04 01 00	Group.................	528				
12.05 04 02 00	Individual............	528				
12.05 99 00 00	Other Instrumental Music (Specify.).............	528				
12.06 00 00 00	Humanities--(See also 02.01 03 00 00 Humanities under ART and 05.03 06 00 00 Humanities under ENGLISH (LANGUAGE ARTS).)..........	528				
12.99 00 00 00	Other Music (Specify.).......	528				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
13.00 00 00 00	NATURAL SCIENCES	529				
13.01 00 00 00	General Science (including Elementary School Science) (For subject matter select from wherever appropriate.)...	529				
13.02 00 00 00	Biological Sciences (including General Biology) (For subject matter select from wherever appropriate.)................	529				
13.02 01 00 00	Botany.......................	529				
13.02 02 00 00	Microbiology.................	529				
13.02 03 00 00	Zoology......................	529				
	Major Aspects of the Biological Sciences (not coded)					
13.02 00 00 01	Anatomy..............	530				
13.02 00 00 02	Anthropology..........	530				
13.02 00 00 03	Bacteriology..........	530				
13.02 00 00 04	Behavior..............	530				
13.02 00 00 05	Biochemistry..........	530				
13.02 00 00 06	Biometrics............	530				
13.02 00 00 07	Biophysics............	530				
13.02 00 00 08	Cellular Phenomena (Cytology)..........	530				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
13. NATURAL SCIENCES (continued)						
13.02 00 00 09	Conservation.......	531				
13.02 00 00 10	Developmental Biology..........	531				
13.02 00 00 11	Ecology............	531				
13.02 00 00 12	Entomology.........	531				
13.02 00 00 13	Evolution..........	531				
13.02 00 00 14	Genetics...........	531				
13.02 00 00 15	Molecular Biology..	531				
13.02 00 00 16	Nature Study.......	531				
13.02 00 00 17	Nutrition..........	531				
13.02 00 00 18	Organic Systems....	532				
13.02 00 00 19	Origins of Life....	532				
13.02 00 00 20	Physiology.........	532				
13.02 00 00 21	Reproduction.......	532				
13.02 00 00 22	Taxonomy...........	532				
13.02 00 00 23	Technological Applications.....	532				
13.02 00 00 99	Other Major Aspects of the Biological Sciences (Specify.).......	532				
13.03 00 00 00	Physical Sciences (including General Physical Science) (For subject matter select from wherever appropriate.)	532				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
13. NATURAL SCIENCES (continued)						
13.03 01 00 00	Chemistry	533				
13.03 02 00 00	Physics	533				
	Major Aspects of the Physical Sciences (not coded)					
13.03 00 00 01	Astronomy (For definition see 13.04 01 00 00 Astronomy under Earth-Space Sciences.)	533				
13.03 00 00 02	Atomic and Molecular Structure	533				
13.03 00 00 03	Biochemistry (For definition see 13.02 00 00 05 Biochemistry under Biological Sciences.)	533				
13.03 00 00 04	Biophysics (For definition see 13.02 00 00 07 Biophysics under Biological Sciences.)	533				
13.03 00 00 05	Chemical Bonding	533				
13.03 00 00 06	Chemical Calculations	533				
13.03 00 00 07	Chemical Reactions	534				
13.03 00 00 08	Electricity and Magnetism	534				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
13. NATURAL SCIENCES (continued)						
13.03 00 00 09	Electronics..........	534				
13.03 00 00 10	Equilibrium..........	534				
13.03 00 00 11	Geology (For definition see 13.04 02 00 00 Geology under Earth-Space Sciences.)...	534				
13.03 00 00 12	Heat.................	534				
13.03 00 00 13	Inorganic Chemistry..	534				
13.03 00 00 14	Kinetic Molecular Theory.............	534				
13.03 00 00 15	Materials Science....	535				
13.03 00 00 16	Measurement..........	535				
13.03 00 00 17	Mechanics............	535				
13.03 00 00 18	Meteorology (For definition see 13.04 03 00 00 Meteorology under Earth-Space Sciences.).........	535				
13.03 00 00 19	Nuclear Science......	535				
13.03 00 00 20	Oceanography (For definition see 13.04 04 00 00 Oceanography under Earth-Space Sciences.).........	535				
13.03 00 00 21	Optics...............	535				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program Elem.	Sec.	C	A
13. NATURAL SCIENCES (continued)						
13.03 00 00 22	Organic Chemistry....	535				
13.03 00 00 23	Periodic Properties..	535				
13.03 00 00 24	Physical Chemistry...	536				
13.03 00 00 25	Qualitative Analysis.	536				
13.03 00 00 26	Quantitative Analysis	536				
13.03 00 00 27	Quantum Mechanics....	536				
13.03 00 00 28	Solid State Physics..	536				
13.03 00 00 29	Solution Phenomena...	536				
13.03 00 00 30	Sound................	536				
13.03 00 00 31	Stoichiometry........	536				
13.03 00 00 32	Technological Applications.......	537				
13.03 00 00 33	Thermodynamics.......	537				
13.03 00 00 34	Wave Phenomena.......	537				
13.03 00 00 99	Other Aspects of the Physical Sciences (Specify.).........	537				
13.04 00 00 00	Earth-Space Sciences (including General Earth-Space Science) (For subject matter select from wherever appropriate.)...............	537				
13.04 01 00 00	Astronomy..................	537				
13.04 02 00 00	Geology....................	537				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
13. NATURAL SCIENCES (continued)						
13.04 03 00 00	Meteorology	538				
13.04 04 00 00	Oceanography	538				
13.04 05 00 00	Space Exploration	538				
	Major Aspects of the Earth-Space Sciences (not coded)					
13.04 00 00 01	Aeronautics	538				
13.04 00 00 02	Astronautics	538				
13.04 00 00 03	Biological Interrelationships	538				
13.04 00 00 04	Climatology	538				
13.04 00 00 05	Cosmology	538				
13.04 00 00 06	Earth Changes	539				
13.04 00 00 07	Forces and Motion	539				
13.04 00 00 08	Geochemistry	539				
13.04 00 00 09	Geophysics	539				
13.04 00 00 10	Hydrology	539				
13.04 00 00 11	Instrumentation and Analytical Methods.	539				
13.04 00 00 12	Levels of Organization	539				
13.04 00 00 13	Matter-energy Exchange	539				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program Elem.	Sec.	C	A
13. NATURAL SCIENCES (continued)						
13.04 00 00 14	Measurement (For definition see 13.03 00 00 16 Measurement under Physical Sciences.)	540				
13.04 00 00 15	Paleontology........	540				
13.04 00 00 16	Physical Geography..	540				
13.04 00 00 17	Soil Science........	540				
13.04 00 00 18	Uniformitarianism...	540				
13.04 00 00 19	Technological Applications......	540				
13.04 00 00 99	Other Aspects of the Earth-Space Sciences (Specify.)	540				

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	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
14.00 00 00 00	OFFICE OCCUPATIONS	541				
14.01 00 00 00	Accounting and Computing Occupations (See also the category 03.01 00 00 00 Accounting, and 03.03 06 00 00 Payroll Recordkeeping, 03.08 00 00 00 Business Finance, 03.09 00 00 00 Business Law, 03.12 00 00 00 Business Statistics, and 03.26 01 00 00 Business Principles under BUSINESS.)...	541				
14.01 01 00 00	Accountants (D.O.T. No. 160. series).....................	542				
14.01 02 00 00	Bookkeepers (D.O.T. No. 210. series) (See also the category 03.03 00 00 00 Bookkeeping under BUSINESS.)...	542				
14.01 03 00 00	Cashiers (D.O.T. No. 211. series).....................	542				
14.01 04 00 00	Machine Operators: Billing, Bookkeeping, and Computing-machine Operators (D.O.T. Nos. 214., 215., 216., and 217. series) (See also 03.03 05 00 00 Machine Bookkeeping and the category 03.10 00 00 00 Business Machines under BUSINESS.).................	542				
14.01 05 00 00	Tellers (D.O.T. No. 210. series).....................	542				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
14. OFFICE OCCUPATIONS (continued)						
14.01 99 00 00	Other Accounting and Computing Occupations (D.O.T. No. 219. series) (Specify.)	542				
14.02 00 00 00	Business Data Processing Systems Occupations (see also 03.01 02 00 00 Accounting Systems, 03.01 05 00 00 Cost Accounting, 03.01 07 00 00 Data Processing Accounting, 03.12 00 00 00 Business Statistics, 03.17 00 00 00 Data Processing and Computer Operation, 03.17 01 00 00 Introduction to Data Processing, and 03.17 02 00 00 Data Processing Systems under BUSINESS.) (Included in 16.04 01 00 00 Computer Programmer and 16.04 02 00 00 Systems Analyst Technology under TECHNICAL EDUCATION.)...	542				
14.02 01 00 00	Computer and Console Operators (D.O.T. No. 213. series) (See also 03.17 05 00 00 Computer Operation: Introduction under BUSINESS.) (Included in 16.04 01 00 00 Computer Programmer under TECHNICAL EDUCATION.)................	543				
14.02 02 00 00	Peripheral Equipment Operators (D.O.T. No. 213. series) (See also 03.17 06 00 00 Processing Equipment Operation, 03.17 06 02 00 Tabulating Equipment Operation, and 03.17 06 03 00 Tabulating Machine Wiring under BUSINESS.)................	543				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
14. OFFICE OCCUPATIONS (continued)						
14.02 02 01 00	Key Punch and Coding Equipment Operators (D.O.T. No. 213. series) (Also included under 14.09 00 00 00 Typing and Related Occupations) (See also 03.17 06 01 00 Punch Card Data Processing under BUSINESS.)....	543				
14.02 02 99 00	Other Peripheral Equipment Operators (D.O.T. Nos. 213. and 219. series) (Specify.)...	544				
14.02 03 00 00	Programmers (D.O.T. No. 020. series) (See also 03.17 04 00 00 Computer Programming under BUSINESS.) (Included in 16.04 01 00 00 Computer Programmer under TECHNICAL EDUCATION.).......	544				
14.02 04 00 00	Systems Analysts (D.O.T. Nos. 012. and 020. series.) (Included in 16.04 02 00 00 Systems Analyst Technology under TECHNICAL EDUCATION.).	545				
14.02 99 00 00	Other Business Data Processing Systems Occupations (D.O.T. No. 223. series) (Specify.).	546				
14.03 00 00 00	Filing, Office Machines, and General Office Clerical Occupations (See also 03.10 00 00 00 Business Machines and 03.14 00 00 00 Clerical Practice under BUSINESS.)................	546				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program Elem.	Sec.	C	A
14.	OFFICE OCCUPATIONS (continued)					
14.03 01 00 00	Duplicating Machine Operators (D.O.T. No. 207. series) (See also 03.10 04 00 00 Duplicating Machines under BUSINESS.)..	546				
14.03 02 00 00	File Clerks (D.O.T. No. 206. series) (See also 03.21 00 00 00 Filing under BUSINESS.)..........	546				
14.03 03 00 00	General Office Clerks (D.O.T. No. 219. series) (See also 03.22 00 00 00 Filing and Record Control under BUSINESS.)................	546				
14.03 99 00 00	Other Filing, Office Machines, and General Office Clerical Occupations (D.O.T. Nos. 208. and 209. series)(Specify.)	547				
14.04 00 00 00	Information Communication Occupations (See also 03.06 00 00 00 Business Communications under BUSINESS.)..................	547				
14.04 01 00 00	Communication Systems Clerks and Operators (D.O.T. Nos. 235. and 236. series)..................	547				
14.04 02 00 00	Correspondence Clerks (D.O.T. No. 204. series) (See also 03.06 02 00 00 Report Writing under BUSINESS.)...............	547				

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Classification of Items of Information	Def. Page No.	Type of Instructional Program			
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14. OFFICE OCCUPATIONS (continued)					
14.04 03 00 00 Mail and Postal Clerks (D.O.T. Nos. 231. and 232. series)	547				
14.04 04 00 00 Mail-preparing and Mail-handling Machine Operators (D.O.T. No. 234. series)	548				
14.04 05 00 00 Messengers and Office Boys and Girls (D.O.T. No. 230. series)	548				
14.04 06 00 00 Receptionists and Information Clerks (D.O.T. No. 237. series)	548				
14.04 99 00 00 Other Information and Communication Occupations (D.O.T. Nos. 239. and 249. series) (Specify.)	548				
14.05 00 00 00 Materials Support Occupations: transporting, storing, and recording (See also 03.09 00 00 00 Business Law, 03.12 00 00 00 Business Statistics, and 03.26 01 00 00 Business Principles under BUSINESS.)	548				
14.05 01 00 00 Planning and Production Clerks (D.O.T. No. 221. series)	549				
14.05 02 00 00 Quality Control Clerks (D.O.T. No. 168. series)	549				
14.05 03 00 00 Shipping and Receiving Clerks (D.O.T. No. 222. series)	549				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
14. OFFICE OCCUPATIONS (continued)						
14.05 04 00 00	Stock and Inventory Clerks (D.O.T. No. 223. series)..	549				
14.05 05 00 00	Traffic, Rate, and Transportation Clerks (D.O.T. Nos. 222. and 919. series)..............	550				
14.05 99 00 00	Other Transporting, Storing, and Recording Occupations (D.O.T. Nos. 224., 229., and 919. series) (Specify.)................	550				
14.06 00 00 00	Personnel, Training, and Related Occupations (See also 03.11 00 00 00 Business Psychology and 03.26 03 00 00 Labor Management Relations under BUSINESS.)............	550				
14.06 01 00 00	Educational Assistants and Training Specialists (D.O.T. No. 166. series)..	550				
14.06 02 00 00	Interviewers and Tests Technicians (D.O.T. Nos. 166. and 249. series).....	550				
14.06 03 00 00	Personnel Assistants (D.O.T. Nos. 166. and 205. series)..............	551				
14.06 99 00 00	Other Personnel, Training, and Related Occupations (D.O.T. Nos. 166., 205., and 249. series).........	551				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
14.	OFFICE OCCUPATIONS (continued)					
14.07 00 00 00	Stenographic, Secretarial, and Related Occupations (See also 03.06 00 00 00 Business Communications and the category 03.34 00 00 00 Shorthand, Stenographic, and Secretarial under BUSINESS.).	551				
14.07 01 00 00	Executive Administrative Secretary (See 14.08 01 00 00 Administrative Assistants under Supervisory and Administrative Management Occupations.)	551				
14.07 02 00 00	Secretaries (D.O.T. No. 201. series)	551				
14.07 03 00 00	Stenographers (D.O.T. No. 202. series)	552				
14.07 99 00 00	Other Stenographic, Secretarial, and Related Occupations (D.O.T. No. 209. series) (Specify.)	552				
14.08 00 00 00	Supervisory and Administrative Management Occupations (See also the category 03.01 00 00 00 Accounting; the items 03.04 00 00 00 Budget Control, 03.06 00 00 00 Business Communications, 03.08 00 00 00 Business Finance, 03.09 00 00 00 Business Law; and the					

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
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14.	OFFICE OCCUPATIONS (continued)					
	category 03.26 00 00 00 Business and Management Principles under BUSINESS.).	552				
14.08 01 00 00	Administrative Assistants (D.O.T. No. 169. series) (See also 03.01 12 00 00 Secretarial Accounting under BUSINESS.).........	552				
14.08 02 00 00	Budget Management Analysts (D.O.T. No. 161. series)	552				
14.08 03 00 00	Clerical and Office Supervisors (D.O.T. Nos. 160.-169. series)..	553				
14.08 04 00 00	Data-methods and Systems-procedures Analysts (D.O.T. No. 012. series)	553				
14.08 05 00 00	Office Managers and Chief Clerks (D.O.T. No. 169. series).................	553				
14.08 99 00 00	Other Supervisory and Administrative Management Occupations (D.O.T. Nos. 160.-169., 188., and 189. series) (Specify.)..............	553				
14.09 00 00 00	Typing and Related Occupations (See also 03.06 00 00 00 Business Communications and the category 03.35 00 00 00 Typewriting under BUSINESS.).................	553				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
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14. OFFICE OCCUPATIONS (continued)						
14.09 01 00 00	Clerk Typists (D.O.T. No. 209. series)..	554				
14.09 02 00 00	Key Punch and Coding Equipment Operators (See 14.02 02 01 00 *Key Punch and Coding Equipment Operators* under Business Data Processing Systems Occupations.)............	554				
14.09 03 00 00	Typists (D.O.T. No. 203. series) (See also 03.35 02 00 00 *Production Typewriting*, 03.35 03 00 00 *Typewriting, First Course*, and 03.35 04 00 00 *Typewriting, Second Course,* under BUSINESS.).........	554				
14.09 99 00 00	Other Typing and Related Occupations (D.O.T. Nos. 209. and 219. series) (Specify.)...............	554				
14.10 00 00 00	Miscellaneous Office Occupations (D.O.T. Nos. 240., 241., 242., and 249. series) (Specify.).........	554				
14.99 00 00 00	Other Office Occupations (Specify and list D.O.T. Nos.)......................	555				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
15.00 00 00 00	SOCIAL SCIENCES/ SOCIAL STUDIES					
15.01 00 00 00	Anthropology	556				
15.01 01 00 00	Archeology	556				
15.01 02 00 00	Cultural Anthropology	556				
15.01 02 00 01	Acculturation	557				
15.01 02 00 02	American Indians	557				
15.01 02 00 03	Community Development	557				
15.01 02 00 04	Culture	557				
15.01 02 00 05	Cultural Change	557				
15.01 02 00 06	Cultural Evolution	557				
15.01 02 00 07	Cultural Psychology	557				
15.01 02 00 08	Cultural Transmission	557				
15.01 02 00 09	Cultural Values	557				
15.01 02 00 10	Folk Societies	557				
15.01 02 00 11	Kinship systems	557				
15.01 02 00 12	Peasant Societies	557				
15.01 02 00 13	Personality and Culture	557				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program Elem.	Sec.	C	A
15.	SOCIAL SCIENCES/SOCIAL STUDIES (continued)					
15.01 02 00 14	Prehistoric People	557				
15.01 02 00 15	Primitive Peoples, e.g., Bushmen, Eskimos	557				
15.01 02 00 16	Race	557				
15.01 02 00 17	Social, Political, Economic Organization	557				
15.01 02 00 99	Other Topics in Cultural Anthropology (Specify.)	557				
15.01 03 00 00	Ethnography	557				
15.01 04 00 00	Ethnology	558				
15.01 05 00 00	Ethnoscience	558				
15.01 06 00 00	Physical Anthropology	558				
15.01 06 00 01	Evolution	558				
15.01 06 00 02	Prehistoric People	558				
15.01 06 00 03	Primitive Behavior	558				
15.01 06 00 04	Primitive Peoples, e.g., Bushmen, Eskimos	558				
15.01 06 00 05	Race	558				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
15.	SOCIAL SCIENCES/SOCIAL STUDIES (continued)					
15.01 06 00 99	Other Topics in Physical Anthropology (Specify.)	558				
15.01 99 00 00	Other Anthropology (Specify.)	558				
15.02 00 00 00	Area Studies (Multidisciplinary)	558				
15.02 01 00 00	Areas Beyond the United States	559				
15.02 01 01 00	Africa	559				
15.02 01 02 00	Asia	559				
15.02 01 03 00	Canada	559				
15.02 01 04 00	Europe	559				
15.02 01 05 00	Latin America	559				
15.02 01 06 00	Middle East	559				
15.02 01 07 00	Pacific	559				
15.02 01 08 00	Soviet	559				
15.02 01 99 00	Other Areas Beyond the United States (Specify.)	559				
15.02 02 00 00	Regions of the United States	559				
15.02 02 01 00	Midwest	559				
15.02 02 02 00	North Central	559				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
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15.	SOCIAL SCIENCES/SOCIAL STUDIES (continued)					
15.02 02 03 00	Northeast	559				
15.02 02 04 00	Northwest	559				
15.02 02 05 00	Southeast	559				
15.02 02 06 00	Southwest	559				
15.02 02 99 00	Other Regions of the United States (Specify.)	559				
15.02 03 00 00	Small Areas	559				
15.02 03 01 00	Home State	559				
15.02 03 02 00	Local Community	559				
15.02 03 03 00	Neighborhood	560				
15.02 03 99 00	Other Small Area (Specify.)	560				
15.02 99 00 00	Other Area Studies (Specify.)	560				
15.03 00 00 00	Citizenship Education	560				
15.04 00 00 00	Conservation (Resource-use Education)--(For definition see 13.02 00 00 09 Conservation under Major Aspects of the Biological Sciences in NATURAL SCIENCES.)	560				
15.05 00 00 00	Consumer Education (Included as 03.15 00 00 00 Consumer Education under BUSINESS					

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
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15.	SOCIAL SCIENCES/SOCIAL STUDIES (continued)					
	and 09.01 04 00 00 Consumer Education under HOME ECONOMICS.)..........	560				
15.06 00 00 00	Economics (Included as 03.18 00 00 00 Economics under BUSINESS.)..........	560				
15.06 01 00 00	Business and Industry Economics..............	560				
15.06 02 00 00	Comparative Economics....	561				
15.06 03 00 00	Consumer Economics (Included as 03.18 01 00 00 Consumer Economics under BUSINESS and 04.10 05 00 00 Economics of Consumption under DISTRIBUTION and MARKETING (DISTRIBUTIVE EDUCATION.)............	561				
15.06 04 00 00	History of Economic Thought................	561				
15.06 05 00 00	Money and Banking (Included as 03.18 03 00 00 Money and Banking under BUSINESS.).............	561				
15.06 06 00 00	National Income and components thereof)....	561				
15.06 07 00 00	Principles of Economics (Included as 03.18 04 00 00 Principles of Economics under BUSINESS.).......	561				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
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15.	SOCIAL SCIENCES/SOCIAL STUDIES (continued)					
15.06 08 00 00	Resource Economics (Included as 03.18 02 00 00 Labor Economics under BUSINESS.)............	562				
15.06 99 00 00	Other Economics (Specify.)............	562				
15.07 00 00 00	Geography...................	562				
15.07 01 00 00	Historical Geography....	562				
15.07 02 00 00	Human Geography (Comprises portion of definition of 03.19 00 00 00 Economic Geography under BUSINESS.)............	562				
15.07 02 01 00	Cartographic Interpretation..........	562				
15.07 02 02 00	Circulation Patterns.	563				
15.07 02 03 00	Economic Patterns....	563				
15.07 02 04 00	Political Patterns...	563				
15.07 02 05 00	Population...........	563				
15.07 02 06 00	Settlement Pattern...	563				
15.07 02 99 00	Other Human Geography (Specify.).........	563				
15.07 03 00 00	Physical Geography......	563				
15.07 03 01 00	Atmosphere: weather, climate	563				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
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15.	SOCIAL SCIENCES/SOCIAL STUDIES (continued)					
15.07 03 02 00	Biosphere: wild plants, wild animals...........	563				
15.07 03 03 00	Exosphere, e.g., remote sensing.....	563				
15.07 03 04 00	Hydrosphere: oceans, other surface water bodies, subsurface water, land ice.................	563				
15.07 03 05 00	Lithosphere: land forms, minerals, soils..............	563				
15.07 03 99 00	Other Aspects of Physical Geography (Specify.).........	563				
15.07 04 00 00	Regional Geography (Comprises portion of definition of 03.19 00 00 00 Economic Geography under BUSINESS.)......	563				
15.07 04 01 00	Agricultural Regions............	564				
15.07 04 02 00	Climatic Regions.....	564				
15.07 04 03 00	Continental Regions............	564				
15.07 04 04 00	Culture Regions......	564				
15.07 04 05 00	Landform Regions.....	564				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program Elem.	Sec.	C	A
15.	SOCIAL SCIENCES/SOCIAL STUDIES (continued)					
15.07 04 06 00	Manufacturing Regions	564				
15.07 04 07 00	Political Regions	564				
15.07 04 08 00	Population (Human) Regions	564				
15.07 04 09 00	Theoretical Regions	564				
15.07 04 10 00	Vegetation Regions	564				
15.07 04 99 00	Other Regional Geography (Specify.)	564				
15.07 99 00 00	Other Geography (Specify.)	564				
15.08 00 00 00	History	564				
15.08 01 00 00	American History (including Canada, Latin America, and United States)	565				
15.08 02 00 00	Local History	565				
15.08 03 00 00	Modern History	565				
15.08 04 00 00	Nonwestern Civilization	565				
15.08 05 00 00	State History	565				
15.08 06 00 00	United States History	565				
15.08 07 00 00	Western Civilization	566				
15.08 08 00 00	World Civilization	566				

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
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15.	SOCIAL SCIENCES/SOCIAL STUDIES (continued)					
15.08 09 00 00	World History............	566				
15.08 99 00 00	Other History (Specify.)..	566				
15.09 00 00 00	Philosophy.................	566				
15.09 01 00 00	Ethics.....................	566				
15.09 02 00 00	History of Philosophy.....	567				
15.09 03 00 00	Introduction to Philosophy.............	567				
15.09 04 00 00	Logic......................	567				
15.09 05 00 00	Metaphysics...............	567				
15.09 06 00 00	Philosophy of Religion....	567				
15.09 99 00 00	Other Philosophy (Specify.).............	567				
15.10 00 00 00	Political Science...........	567				
15.10 01 00 00	American Government.......	568				
15.10 02 00 00	Comparative Systems.......	568				
15.10 03 00 00	Constitution, The.........	568				
15.10 04 00 00	Contemporary World Affairs.................	568				
15.10 05 00 00	International Relations...	568				
15.10 06 00 00	Political Parties and Public Opinion..........	568				
15.10 07 00 00	Political Theory..........	568				

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15.	SOCIAL SCIENCES/SOCIAL STUDIES (continued)					
15.10 08 00 00	Public Administration....	568				
15.10 99 00 00	Other Political Science (Specify.).....	569				
15.11 00 00 00	Psychology..................	569				
15.11 01 00 00	Developmental Psychology............	569				
15.11 02 00 00	Educational Psychology...	569				
15.11 03 00 00	General Psychology.......	569				
15.11 04 00 00	Psychology of Adjustment.............	569				
15.11 05 00 00	Social Psychology........	570				
15.11 06 00 00	Other Psychology (Specify.)............	570				
15.12 00 00 00	Sociology...................	570				
15.12 01 00 00	Community, The..........	570				
15.12 01 01 00	Rural Society.........	570				
15.12 01 02 00	Urban Society.........	570				
15.12 01 99 00	Other Community (Specify.)..........	571				
15.12 02 00 00	Public Opinion and Political Sociology....	571				
15.12 03 00 00	Socialization...........	571				
15.12 04 00 00	Social Organization......	571				

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15.	SOCIAL SCIENCES/SOCIAL STUDIES (continued)					
15.12 04 01 00	Education............	571				
15.12 04 02 00	Family................	571				
15.12 04 03 00	Religion..............	571				
15.12 04 99 00	Other Social Organization (Specify.)..........	571				
15.12 05 00 00	Social Problems..........	572				
15.12 06 00 00	Social Stratification....	572				
15.12 07 00 00	Social Theory...........	572				
15.12 99 00 00	Other Sociology (Specify.)............	572				
15.99 00 00 00	Other Social Sciences/ Social Studies (Specify.).	572				

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			Elem.	**Sec.**	**C**	**A**
16.00 00 00 00	TECHNICAL EDUCATION	573				
16.01 00 00 00	Engineering-related Technology	573				
16.01 01 00 00	Aeronautical Technology	574				
16.01 02 00 00	Agricultural Technology	574				
16.01 02 01 00	Agricultural Electrification Technology (See also 01.03 06 00 00 Agricultural Electrification under AGRICULTURE.)	574				
16.01 02 02 00	Agricultural Machinery and Equipment Technology (See also 01.03 01 00 00 Agricultural Power and Machinery under AGRICULTURE.)	574				
16.01 02 03 00	Agricultural Structures and Equipment (See also 01.03 02 00 00 Agricultural Structures and Conveniences under AGRICULTURE.)	574				
16.01 02 99 00	Other Agricultural Technology (Specify.).	575				

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16. TECHNICAL EDUCATION (continued)						
16.01 03 00 00	Architectural Technology (Building Construction)..	575				
16.01 04 00 00	Automotive Technology......	575				
16.01 05 00 00	Chemical Technology.........	575				
16.01 06 00 00	Civil Technology...........	576				
16.01 06 01 00	Roadway Technology......	576				
16.01 06 02 00	Sanitation Technology...	576				
16.01 06 03 00	Structural Technology...	576				
16.01 06 99 00	Other Civil Technology (Specify.)............	576				
16.01 07 00 00	Electrical Technology......	576				
16.01 08 00 00	Electronics Technology.....	577				
16.01 09 00 00	Electromechanical Technology...............	577				
16.01 10 00 00	Environmental-control Technology...............	578				
16.01 10 01 00	Cooling.................	578				
16.01 10 02 00	Heating.................	578				
16.01 10 03 00	Refrigeration...........	578				
16.01 10 99 00	Other Environmental-control Technology (Specify.)............	578				

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	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
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16.	TECHNICAL EDUCATION (continued)					
16.01 11 00 00	Industrial Technology......	578				
16.01 12 00 00	Instrumentation Technology..............	579				
16.01 13 00 00	Mechanical Technology......	579				
16.01 13 01 00	Energy Conversion.......	579				
16.01 13 02 00	Machine and Tool Design...............	579				
16.01 13 03 00	Production.............	579				
16.01 13 99 00	Other Mechanical Technology (Specify.).	580				
16.01 14 00 00	Metallurgical Technology...	580				
16.01 15 00 00	Nuclear Technology.........	580				
16.01 16 00 00	Petroleum Technology.......	580				
16.01 17 00 00	Scientific Data Processing..............	581				
16.01 99 00 00	Other Engineering-related Technology (Specify.)....	581				
16.02 00 00 00	Agricultural-related Technology..................	581				
16.02 01 00 00	Animal Science (For description see 01.01 01 00 00 Animal Science under AGRICULTURE.)............	581				
16.02 02 00 00	Dairy Technology (For description see					

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
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16.	TECHNICAL EDUCATION (continued)					
	01.01 01 00 00 Animal Science and 01.04 01 02 00 Dairy Products under AGRICULTURE.)............	582				
16.02 03 00 00	Food Processing Technology (For description see 01.04 01 00 00 Food Products under AGRICULTURE.)............	582				
16.02 04 00 00	Plant Science (For description see 01.01 02 00 00 Plant Science under AGRICULTURE.)............	582				
16.02 99 00 00	Other Agricultural-related Technology (Specify.)...............	582				
16.03 00 00 00	Health-related Technology.....	582				
16.03 01 00 00	Dental Hygienist, Associate Degree--(For description see 07.01 02 00 00 Dental Hygienist, Associate Degree under HEALTH OCCUPATIONS EDUCATION.)..	582				
16.03 02 00 00	Medical Laboratory Assistant--(For description see 07.02 03 00 00 Medical Laboratory Assistant under HEALTH OCCUPATIONS EDUCATION.)..	582				
16.03 03 00 00	Medical X-ray Technician (Radiologic Technician)--(For description see					

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Classification of Items of Information		Def. Page No.	Type of Instructional Program			
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16.	TECHNICAL EDUCATION (continued)					
	07.02 11 00 00 Medical X-ray Technician (Radiologic Technologist) under HEALTH OCCUPATIONS EDUCATION.).	582				
16.03 04 00 00	Nurse, Associate Degree--(For description see 07.02 04 00 00 Nurse, Associate Degree under HEALTH OCCUPATIONS EDUCATION.)............	582				
16.03 99 00 00	Other Health-related Technology (Specify.)...	583				
16.04 00 00 00	Office-related Technology....	583				
16.04 01 00 00	Computer Programmer (For description see 14.02 00 00 00 Business Data Processing Systems Occupations, 14.02 01 00 00 Computer and Console Operators and 14.02 03 00 00 Programmers under OFFICE OCCUPATIONS.) (See also 03.17 04 00 00 Computer Programming under BUSINESS.).......	583				
16.04 02 00 00	Systems Analyst Technology (For description see 14.02 00 00 00 Business Data Processing Systems Occupations and 14.02 04 00 00 Systems Analysts under OFFICE OCCUPATIONS.)..........	583				

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16.	TECHNICAL EDUCATION (continued)					
16.04 99 00 00	Other Office-related Technology (Specify.)...	583				
16.05 00 00 00	Other Technical Education:...	583				
16.05 01 00 00	Chemical Technology.......	583				
16.05 02 00 00	Commercial Pilot Training................	583				
16.05 03 00 00	Fire and Safety Technology.............	583				
16.05 04 00 00	Forestry Technology.......	583				
16.05 05 00 00	Marine Technology.........	584				
16.05 06 00 00	Police Science Technology.............	584				
16.05 99 00 00	Other Aspects of Technical Education (Specify.)....	584				
16.99 00 00 00	Other Technical Education (n.e.c.) (Specify.)........	584				

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TENTATIVE
Work Material

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			Elem.	Sec.	C	A
17.00 00 00 00	TRADES AND INDUSTRIAL OCCUPATIONS	585				
17.01 00 00 00	Air Conditioning	585				
17.01 01 00 00	Cooling	585				
17.01 02 00 00	Heating	586				
17.01 03 00 00	Ventilating (Filtering and Humidification)	586				
17.01 99 00 00	Other Air Conditioning (Specify.)	586				
17.02 00 00 00	Appliance Repair	586				
17.03 00 00 00	Automotive Industries	586				
17.03 01 00 00	Body and Fender	586				
17.03 02 00 00	Mechanics	587				
17.03 03 00 00	Specialization	587				
17.03 99 00 00	Other Automotive Industries (Specify.)	587				
17.04 00 00 00	Aviation Occupations	587				
17.04 01 00 00	Aircraft Maintenance	587				
17.04 01 01 00	Air Frame	587				
17.04 01 02 00	Power Plant	588				
17.04 01 99 00	Other Aircraft Maintenance (Specify.)	588				

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17.	TRADES AND INDUSTRIAL OCCUPATIONS (continued)					
17.04 02 00 00	Aircraft Operations	588				
17.04 03 00 00	Ground Operations	588				
17.05 00 00 00	Blueprint Reading	588				
17.06 00 00 00	Business Machine Maintenance	589				
17.07 00 00 00	Commercial Art Occupations	589				
17.08 00 00 00	Commercial Fishery Occupations	589				
17.09 00 00 00	Commercial Photography Occupations	590				
17.10 00 00 00	Construction and Maintenance Trades	590				
17.10 01 00 00	Carpentry	590				
17.10 02 00 00	Electricity	590				
17.10 03 00 00	Heavy Equipment (Construction)	591				
17.10 03 01 00	Maintenance	591				
17.10 03 02 00	Operation	591				
17.10 04 00 00	Masonry	591				
17.10 05 00 00	Painting and Decorating	591				
17.10 06 00 00	Plastering	592				
17.10 07 00 00	Plumbing and Pipefitting	592				
17.10 99 00 00	Other Construction and Maintenance Trades (Specify.)	592				

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17.	TRADES AND INDUSTRIAL OCCUPATIONS (continued)					
17.11 00 00 00	Custodial Services..............	592				
17.12 00 00 00	Diesel Mechanic.................	593				
17.13 00 00 00	Drafting Occupations............	593				
17.14 00 00 00	Electrical Occupations..........	593				
17.14 01 00 00	Industrial Electrician.......	594				
17.14 02 00 00	Lineman.......................	594				
17.14 03 00 00	Motor Repairman...............	594				
17.14 99 00 00	Other Electrical Occupations (Specify.)...............	594				
17.15 00 00 00	Electronics Occupations.........	594				
17.15 01 00 00	Communications	594				
17.15 02 00 00	Industrial Electronics	595				
17.15 03 00 00	Radio/Television..............	595				
17.15 99 00 00	Other Electronics Occupations (Specify.).....	595				
17.16 00 00 00	Fabric Maintenance Services	595				
17.16 01 00 00	Drycleaning...................	596				
17.16 02 00 00	Laundering	596				
17.16 99 00 00	Other Fabric Maintenance Services (Specify.)	596				
17.17 00 00 00	Foremanship, Supervision, and Management Development	596				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
17.	TRADES AND INDUSTRIAL OCCUPATIONS (continued)					
17.18 00 00 00	General Continuation (For description see X0245.23 General Continuation Class, page 96.)	597				
17.19 00 00 00	Graphic Arts Occupations	597				
17.20 00 00 00	Industrial Atomic Energy Occupations	597				
17.20 01 00 00	Installation, Operation, and Maintenance of Reactors	597				
17.20 02 00 00	Radiography	597				
17.20 03 00 00	Industrial Uses of Radioisotopes	598				
17.20 99 00 00	Other Industrial Atomic Energy Occupations (Specify.)	598				
17.21 00 00 00	Instruments Maintenance and Repair Occupations (including watchmaking and repair)	598				
17.21 01 00 00	Instruments (other than watchmaking and clocks)	598				
17.21 02 00 00	Watchmaking and Repair	599				
17.22 00 00 00	Maritime Occupations	599				
17.23 00 00 00	Metalworking Occupations	599				
17.23 01 00 00	Foundry	600				
17.23 02 00 00	Machine Shop	600				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
17.	TRADES AND INDUSTRIAL OCCUPATIONS (continued)					
17.23 03 00 00	Machine Tool Operation	600				
17.23 04 00 00	Metal Trades (combined)	600				
17.23 05 00 00	Sheet Metal	601				
17.23 06 00 00	Welding	601				
17.23 99 00 00	Other Metalworking Occupations (Specify.).....	601				
17.24 00 00 00	Metallurgy Occupations (See also 16.01 14 00 00 Metallurgical Technology under TECHNICAL EDUCATION.)....................	601				
17.25 00 00 00	Nucleonic Occupations (For definition see 17.20 00 00 00 Industrial Atomic Energy Occupations.).................	601				
17.26 00 00 00	Personal Services	602				
17.26 01 00 00	Barbering	602				
17.26 02 00 00	Cosmetology..................	602				
17.26 99 00 00	Other Personal Services (Specify.).................	602				
17.27 00 00 00	Plastics Occupations............	602				
17.28 00 00 00	Public Service Occupations......	602				
17.28 01 00 00	Fireman Training.............	603				
17.28 02 00 00	Law Enforcement Training.....	603				
17.28 99 00 00	Other Public Services (Specify.).................	603				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
17.	TRADES AND INDUSTRIAL OCCUPATIONS (continued)					
17.29 00 00 00	Quantity Food Occupations	603				
17.29 01 00 00	Baker	604				
17.29 02 00 00	Cook/Chef	604				
17.29 03 00 00	Meat Cutter	604				
17.29 04 00 00	Waiter/Waitress	605				
17.29 99 00 00	Other Quantity Food Occupations (Specify.)	605				
17.30 00 00 00	Refrigeration	605				
17.31 00 00 00	Small Engine Repair (Internal Combustion)	605				
17.32 00 00 00	Stationary Energy Sources Occupations	605				
17.32 01 00 00	Electric Power Generating Plants	605				
17.32 02 00 00	Pumping Plants	606				
17.32 99 00 00	Other Stationary Energy Sources Occupations(Specify.)	606				
17.33 00 00 00	Textile Production and Fabrication	606				
17.33 01 00 00	Dressmaking	606				
17.33 02 00 00	Tailoring	607				
17.33 99 00 00	Other Textile Production and Fabrication (Specify.)	607				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
17.	TRADES AND INDUSTRIAL OCCUPATIONS (continued)					
17.34 00 00 00	Shoe Manufacturing/Repair......	607				
17.35 00 00 00	Upholstering	607				
17.36 00 00 00	Woodworking Occupations	607				
17.36 01 00 00	Millwork and Cabinet Making..	608				
17.36 99 00 00	Other Woodworking Occupations (Specify.)...............	608				
17.99 00 00 00	Other Trades and Industrial Occupations (Specify.)........	608				

For KEY, see p. 225.

	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
18.00 00 00 00	GENERAL ELEMENTARY EDUCATION AND GENERAL SECONDARY EDUCATION					
18.01 00 00 00	General Elementary Years or Grades........................	609				
18.01 01 00 00	Early Elementary Years or Grades: Early Childhood Education..................	609				
18.01 01 01 00	Nursery-Kindergarten Level..................	609				
18.01 01 02 00	Primary Level (including grades 1, 2, and 3 or equivalent)...........	609				
18.01 01 99 00	Other Early Elementary Organization (Specify.)	610				
18.01 02 00 00	Intermediate Elementary Level (including years or grades 4, 5, and 6 or equivalent).	610				
18.01 03 00 00	Upper Elementary Level (including years or grades 7 and 8 or equivalent).....	610				
18.01 99 00 00	Other Plan for General Elementary Years or Grades (Specify.)................	610				
18.02 00 00 00	Middle School Level............	610				
18.03 00 00 00	General Secondary Years or Grades.........................	610				
18.03 01 00 00	Junior High School Level.....	610				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program Elem.	Sec.	C	A
18. GENERAL ELEMENTARY EDUCATION AND GENERAL SECONDARY EDUCATION (continued)						
18.03 02 00 00	Senior High School Level...	610				
18.03 99 00 00	Other Secondary School Level (Specify.).........	611				

For KEY, see p. 225.

	Classification of Items of Information	Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
19.00 00 00 00	DIFFERENTIALIZED CURRICULUM FOR HANDICAPPED PUPILS	612				
19.01 00 00 00	Communication Skills	612				
19.01 01 00 00	Language Stimulation	612				
19.01 02 00 00	Language Development	612				
19.01 03 00 00	Language Correction	612				
19.01 04 00 00	Speech Stimulation	613				
19.01 05 00 00	Speech Development	613				
19.01 06 00 00	Speech Correction	613				
19.01 07 00 00	Special Communication Methods	613				
19.01 07 01 00	Braille Reading and Writing	613				
19.01 07 02 00	Object Magnification	613				
19.01 07 03 00	Finger Spelling	613				
19.01 07 04 00	Electronic Reproduction	614				
19.01 07 05 00	Typing for Communication	614				
19.01 07 06 00	Speech Reading	614				
19.01 07 99 00	Other Special Communication Methods (Specify.)	614				
19.01 99 00 00	Other Communication Skills (Specify.)	614				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
19.	DIFFERENTIALIZED CURRICULUM FOR HANDICAPPED PUPILS (continued)					
19.02 00 00 00	Interpersonal and Behavioral Coping Skills..............	614				
19.02 01 00 00	Self-concept Development...	615				
19.02 02 00 00	Self-concept Re-education..	615				
19.02 03 00 00	Social Stimulation........	615				
19.02 04 00 00	Social Development........	615				
19.02 05 00 00	Social Re-education.......	615				
19.02 99 00 00	Other Interpersonal and Behavioral Coping Skills (Specify.)..............	616				
19.03 00 00 00	Motoric Skills...............	616				
19.03 01 00 00	Dexterity Skills..........	616				
19.03 01 01 00	Gross Motor Skills......	616				
19.03 01 02 00	Fine Motor Skills.......	617				
19.03 02 00 00	Physical Management........	617				
19.03 02 01 00	Self-help Skills........	617				
19.03 02 02 00	Use of Devices and Equipment (ordinary and special)..........	617				
19.03 02 03 00	Personal Safety.........	618				
19.03 03 00 00	Mobility Training.........	618				
19.03 03 01 00	Orientation............	618				
19.03 03 02 00	Travel.................	619				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Elem.	Sec.	C	A
19.	DIFFERENTIALIZED CURRICULUM FOR HANDICAPPED PUPILS (continued)					
19.03 99 00 00	Other Motoric Skills (Specify.).............	619				
19.04 00 00 00	Perceptual Skills (NOTE: include "inter-sensory"--integration--in this definition.)...............	619				
19.04 01 00 00	Auditory Training: Stimulation............	619				
19.04 02 00 00	Auditory Training: Development.............	619				
19.04 03 00 00	Auditory Training: Correction.............	620				
19.04 04 00 00	Tactile and Kinesthetic Stimulation............	620				
19.04 05 00 00	Tactile and Kinesthetic Development............	620				
19.04 06 00 00	Tactile and Kinesthetic Correction.............	620				
19.04 07 00 00	Visual Stimulation........	620				
19.04 08 00 00	Visual Development........	620				
19.04 09 00 00	Visual Correction.........	620				
19.04 10 00 00	Personal Spatial Relationships...........	620				
19.04 99 00 00	Other Perceptual Skills Development (Specify.)..	621				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
19.	DIFFERENTIALIZED CURRICULUM FOR HANDICAPPED PUPILS (continued)					
19.05 00 00 00	Vocational and Avocational Skills Development........	621				
19.05 01 00 00	Vocational Information....	621				
19.05 02 00 00	Prevocational Work Experience.............	621				
19.05 03 00 00	Specialized Vocational Preparation (Specify vocations.)............	621				
19.05 04 00 00	Avocational Information...	622				
19.05 05 00 00	Avocational Experience (therapeutic recreation, e.g., art, dance, drama, and music).............	622				
19.05 99 00 00	Other Vocational and Avocational Skills Development (Specify.)..	622				
19.99 00 00 00	Other Differentialized Curriculum for Handicapped Pupils (Specify.)..........	622				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
20.00 00 00 00	COCURRICULAR ACTIVITIES	623				
	Many activities, not included in this classification, may be added locally. The letter N may be used to identify activities affiliated with a national organization, and the letter L for activities that are local only. (See 20.00 00 00 00 COCURRICULAR ACTIVITIES in chapter 5 for the description of how each classified item is treated.) An activity may be placed locally in category other than the one in which it appears in this classification. As an example, Folk Music is in the Social Activities category in this classification; locally, it may be more appropriate in the Music Activities category.					
20.01 00 00 00	Academic Cocurricular Activities	623				
20.01 01 00 00	Art Club	623				
20.01 02 00 00	Biology Club	624				
20.01 03 00 00	Boys Nation	624				
20.01 04 00 00	Debate Club	624				
20.01 05 00 00	Distributive Education Clubs of America	624				
20.01 06 00 00	Dramatics Club	624				
20.01 07 00 00	Family Living Club	624				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
20.	COCURRICULAR ACTIVITIES (continued)					
20.01 08 00 00	H-H Club	624				
20.01 09 00 00	Foreign Language Club (may involve various languages--classical and/or modern)	624				
20.01 10 00 00	Future Business Leaders of America	624				
20.01 11 00 00	Future Farmers of America	624				
20.01 12 00 00	Future Homemakers of America	625				
20.01 13 00 00	Future Teachers of America (NEA)	625				
20.01 14 00 00	Girls Nation	625				
20.01 15 00 00	International Relations Club	625				
20.01 16 00 00	Journalism Club (including school newspaper and annual)	625				
20.01 17 00 00	Junior Achievement, Incorporated	625				
20.01 18 00 00	Literary Club	625				
20.01 19 00 00	Mathematics Club (may involve various aspects of mathematics)	625				
20.01 20 00 00	Music Club (may involve various aspects of music)	625				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
20.	COCURRICULAR ACTIVITIES (continued)					
20.01 21 00 00	National Honor Society (NEA)	625				
20.01 22 00 00	National Junior Honor Society (NEA)	625				
20.01 23 00 00	National Thespian Society	626				
20.01 24 00 00	Photography Club	626				
20.01 25 00 00	Quill and Scroll	626				
20.01 26 00 00	Science Club (may involve various aspects of natural sciences)	626				
20.01 27 00 00	Science Fair, International	626				
20.01 28 00 00	Social Studies Club	626				
20.01 29 00 00	Speech Club	626				
20.01 30 00 00	Student Nurses Association	626				
20.01 31 00 00	Trades and Industrial Education Club	626				
20.01 32 00 00	Voice of Democracy	626				
20.01 33 00 00	Young Farmer Assoication	627				
20.01 99 00 00	Other Academic Cocurricular Activities (Specify.)	627				
20.02 00 00 00	Athletic and Sport Cocurricular Activities	627				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
20.	COCURRICULAR ACTIVITIES (continued)					
20.02 01 00 00	Aquatics..................	627				
20.02 02 00 00	Archery....................	627				
20.02 03 00 00	Badminton.................	627				
20.02 04 00 00	Baseball..................	627				
20.02 05 00 00	Basketball................	627				
20.02 06 00 00	Bowling...................	628				
20.02 07 00 00	Cheerleading..............	628				
20.02 08 00 00	Cross Country.............	628				
20.02 09 00 00	Field Hockey..............	628				
20.02 10 00 00	Football..................	628				
20.02 11 00 00	Girls' Athletic Association.............	628				
20.02 12 00 00	Golf......................	628				
20.02 13 00 00	Gymnastics................	628				
20.02 14 00 00	Riflery...................	628				
20.02 15 00 00	Snowskiing................	628				
20.02 16 00 00	Soccer....................	628				
20.02 17 00 00	Softball..................	628				
20.02 18 00 00	Tennis....................	629				
20.02 19 00 00	Track and Field...........	629				
20.02 20 00 00	Twirlers (Baton)..........	629				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
20.	COCURRICULAR ACTIVITIES (continued)					
20.02 21 00 00	Volleyball.................	629				
20.02 22 00 00	Wrestling..................	629				
20.02 99 00 00	Other Athletic and Sport Cocurricular Activities (Specify.).............	629				
20.03 00 00 00	Music Cocurricular Activities...................	629				
20.03 01 00 00	Combo......................	629				
20.03 02 00 00	Concert Band...............	629				
20.03 03 00 00	Dance Band.................	630				
20.03 04 00 00	Drum and Bugle Corps......	630				
20.03 05 00 00	Marching Band..............	630				
20.03 06 00 00	Pep Band...................	630				
20.03 07 00 00	Choir......................	630				
20.03 08 00 00	Chorus.....................	630				
20.03 09 00 00	Instrumental Ensemble.....	630				
20.03 10 00 00	Vocal Ensemble............	630				
20.03 11 00 00	Glee Club..................	630				
20.03 12 00 00	Music Production..........	630				
20.03 13 00 00	Orchestra..................	630				
20.03 99 00 00	Other Music Cocurricular Activities (Specify.)...	630				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program			
			Elem.	Sec.	C	A
20.	COCURRICULAR ACTIVITIES (continued)					
20.04 00 00 00	School and/or Public Service Cocurricular Activities	631				
20.04 01 00 00	Audiovisual Assistants	631				
20.04 02 00 00	Class Officer	631				
20.04 03 00 00	Film Projectionist	632				
20.04 04 00 00	Laboratory Assistant	632				
20.04 05 00 00	Library Assistant	632				
20.04 06 00 00	National Junior Red Cross	632				
20.04 07 00 00	National Student Traffic Safety Program	632				
20.04 08 00 00	Office Assistant	632				
20.04 09 00 00	Poster and Display Club	633				
20.04 10 00 00	School Newspaper Photographer	633				
20.04 11 00 00	School Safety Patrol	633				
20.04 12 00 00	School Service Club (includes guides for visitors and ushers)	633				
20.04 13 00 00	Student Council (National Association of)	633				
20.04 14 00 00	Student Union and/or Student Activity Center	633				
20.04 99 00 00	Other School and/or Public Service Cocurricular Activities (Specify.)	633				

For KEY, see p. 225.

Classification of Items of Information		Def. Page No.	Type of Instructional Program Elem.	Sec.	C	A
20.	**COCURRICULAR ACTIVITIES (continued)**					
20.05 00 00 00	**Social Cocurricular Activities..................**	**633**				
20.05 01 00 00	**Boy Scouts of America.....**	**634**				
20.05 02 00 00	**CampFire Girls............**	**634**				
20.05 03 00 00	**Creative Dance...........**	**634**				
20.05 04 00 00	**Cub Scouts (Boy Scouts of America).............**	**634**				
20.05 05 00 00	**Folk Music Club..........**	**634**				
20.05 06 00 00	**Girls' Recreation Association............**	**634**				
20.05 07 00 00	**Girl Scouts of the U.S.A...................**	**634**				
20.05 08 00 00	**Hi-Y.....................**	**634**				
20.05 09 00 00	**Hobby Club...............**	**635**				
20.05 10 00 00	**Junior Hi-Y..............**	**635**				
20.05 11 00 00	**Junior Tri-Hi-Y..........**	**635**				
20.05 12 00 00	**Stamp Club...............**	**635**				
20.05 13 00 00	**Tri-Hi-Y.................**	**635**				
20.05 14 00 00	**Y.M.C.A..................**	**635**				
20.05 15 00 00	**Y-Teens..................**	**635**				
20.05 16 00 00	**Y.W.C.A..................**	**635**				
20.05 99 00 00	**Other Social Cocurricular Activities (Specify.)...**	**635**				

For KEY, see p. 225.

CHAPTER 5

DEFINITIONS OF ITEMS OF INFORMATION ABOUT SUBJECT-MATTER AREAS AND COCURRICULAR ACTIVITIES

This chapter contains the definitions of the classified items of information in chapter 4. The classification and numbering of the items in this chapter are identical with those in chapter 4.

The items of information in each of the twenty curriculum areas represent (1) selected aspects of subject matter as appropriate for elementary, secondary, junior college, and adult education, and (2) a selection of items of information which will serve to describe the subject matter in a majority of the instructional programs across the nation. Of the twenty curriculum areas seventeen represent specific subject-matter areas, seven of which are identified with extensive use of funds provided by Federal legislation for vocational education. These seven, frequently referred to as vocational areas, are: Agriculture, Distributive Education, Health Occupations Education, Home Economics, Office Occupations, Technical Education, and Trades and Industrial Occupations. Of the twenty curriculum areas one is devoted to: General Elementary Education and General Secondary Education, one to Differentialized Curriculum for Handicapped Pupils, and one to Cocurricular Activities.

The items of information about subject matter in this chapter are only briefly described; however, there are many items of information concerned with the organization and administration of curriculum and instruction which can be related to these items to provide additional description of subject matter. Such items are classified and described in this handbook in chapters 2 and 3.

TENTATIVE
Work Material

AGRICULTURE

01.00 00 00 00

Agriculture is comprised of the group of related courses or units of subject matter which are organized for carrying on learning experiences concerned with developing knowledge, understandings, and skills involved in preparation for or upgrading in occupations requiring knowledge and skills in agricultural subjects. The functions of production agriculture, agricultural supplies, agricultural mechanization, agricultural products (processing), ornamental horticulture, and the services related thereto, are emphasized in the instruction designed to provide opportunities for pupils to prepare for or improve their competencies in agricultural occupation. An agricultural occupation may include one or any combination of these functions.

Where there are Future Farmers of America (FFA) Chapters and related leadership training and supervised occupational experience programs they are important instructional media and are highly significant integral activities which aid agricultural education in making contributions to the guidance and total general educational development of pupils. The Future Farmers of America and related leadership training permeate every aspect of the instructional program in agriculture.

Included in this subject-matter area are the items of information which identify various aspects of agriculture.

01.01 00 00 00	Agricultural Production--Subject matter and learning activities which are concerned with the principles and processes involved in the planning related to and the economic use of facilities, land, machinery, chemicals, finance, and labor in the production of plant and animal products. In practice, activities include classroom instruction and laboratory experiences, in and out of school, including farms and other agriculturally related establishments. Aspects of production agriculture are organized under a variety of descriptive titles, such as Animal Science, Plant Science, Farm Mechanics, Farm Business Management, and Other Production Agriculture.
01.01 01 00 00	Animal Science--Planned learning experiences which are concerned with the study and the operations dealing with theories, principles, and practices involved in producing

animals and animal products for economic and other uses. (Included as 16.02 01 00 00 Animal Science under TECHNICAL EDUCATION.)

01.01 01 01 00	Dairy Cattle, Livestock, and Poultry--Organized subject matter and experiences designed for the study of and application to various major livestock enterprises. Among the considerations emphasized in instruction are selection and breeding, nutrition, animal health, housing and feeding practices, and management and marketing. The following livestock are frequently studied, but are not defined here because of their commonly understood descriptions.
01.01 01 01 01	Dairy Cattle
01.01 01 01 02	Beef Cattle
01.01 01 01 03	Horses
01.01 01 01 04	Swine
01.01 01 01 05	Sheep
01.01 01 01 06	Poultry
01.01 01 01 99	Other Dairy Cattle, Livestock, and Poultry--Include here other dairy cattle, livestock, and poultry emphasized in instruction which are not listed above. (Specify.)
01.01 01 02 00	Nutrition--The study of the relationship of proteins, fats, carbohydrates, water, minerals, and vitamins in the production of meat, milk, and eggs. (See also Major Aspects of the Biological Sciences, 13.02 00 00 17 Nutrition, under NATURAL SCIENCES.)
01.01 01 03 00	Genetics--The study of the principles underlying the improvement of animals through breeding and selection. (See also Major Aspects of the Biological Sciences, 13.02 00 00 14 Genetics, under NATURAL SCIENCES.)

01.01 01 04 00	Physiology--A study of the body processes and functions related to animal production such as lactation, artificial insemination, heat detection, egg production, and other body processes and functions. (See also Major Aspects of the Biological Sciences, 13.02 00 00 20 Physiology, under NATURAL SCIENCES.)
01.01 01 05 00	Animal Health--The study of environment, drugs, antibiotics, vaccinations, blood tests, and other management factors in the prevention and control of diseases.
01.01 01 06 00	Production Management--A combination of subject matter and experience concerned with operating and managing a commercial unit involving a specific class of animals.
01.01 01 06 01	Feeding Practices--A study of the "least-cost" combinations of feed ingredients for achieving maximum performance.
01.01 01 06 02	Housing Practices--A study of the housing and other environmental needs of a specific kind of animal.
01.01 01 06 99	Other Production Management--Include here other subject matter and experiences emphasized in production management which are not listed above. (Specify.)
01.01 01 99 00	Other Animal Science--Include here other organized subject matter and experiences emphasized in animal science which are not classifiable or listed above. (Specify.)
01.01 02 00 00	Plant Science--Planned learning experiences which are concerned with the study and operations dealing with principles and practices involved in the culture and production of agricultural plants. (Included as 16.02 04 00 00 Plant Science under TECHNICAL EDUCATION.)

01.01 02 01 00	Crops--Organized subject matter and experiences designed for the study of and application to various major crop enterprises. Among the considerations emphasized in instruction are genetics, nutrition, soils, plant pathology, entomology, and disease and pest control. The following crops are frequently studied.
01.01 02 01 01	Field and Forage Crops--The study of principles and practices involved in the production of such crops as field corn, cereal grains, legumes, grasses, soybeans, and peanuts.
01.01 02 01 02	Tree Fruit and Nut Crops--The study of principles and practices involved in the production of citrus fruits, apples, peaches, pecans, walnuts, and other tree fruit and nut crops.
01.01 02 01 03	Small Fruit Crops--The study of principles and practices involved in the production of strawberries, raspberries, blueberries, grapes, and other small fruit crops.
01.01 02 01 04	Vegetable Crops--The study of principles and practices involved in the production of potatoes, tomatoes, beans, sweet corn, peas, and other vegetable crops.
01.01 02 01 05	Farm Forestry--(For definition see 01.07 00 00 00 Forestry (Production, Processing, Management, Marketing, and Services).)
01.01 02 01 99	Other Crops--Include here other crops emphasized in instruction which are not listed above. (Specify.)
01.01 02 02 00	Soils--The study of the physical and chemical properties of the several tactural classes of mineral soils as they relate to plant production.

01. AGRICULTURE (continued)

01.01 02 03 00	Nutrition--The study of the nutrient and soil fertility requirements of various agricultural plants. (See also Major Aspects of the Biological Sciences, 13.02 00 00 17 Nutrition, under NATURAL SCIENCES.)
01.01 02 04 00	Genetics--The study of the principles of the selection, breeding, and improvement of plants. (See also Major Aspects of the Biological Sciences, 13.02 00 00 14 Genetics, under NATURAL SCIENCES.)
01.01 02 05 00	Physiology--The study of life processes and environmental factors essential to plant production. (See also Major Aspects of the Biological Sciences, 13.02 00 00 20 Physiology, under NATURAL SCIENCES.)
01.01 02 06 00	Plant Pathology--The study of the symptoms, causes, and control of plant diseases.
01.01 02 07 00	Entomology--The study of insects, both beneficial and harmful, their characteristics and implications for production in agriculture, and their control. (See also Major Aspects of the Biological Sciences, 13.02 00 00 12 Entomology, under NATURAL SCIENCES.)
01.01 02 08 00	Disease and Pest Control--The study of (1) the symptoms, causes, and control of plant diseases, involving the use of fungicides, bactericides, and nematocides, and (2) the study of a broad range of pests and their control, involving the use of insecticides, fungicides, rodenticides, herbicides, vermicides, and repellents, as well as substances for the control of snails, slugs, injurious birds, algae, soil-infecting nematodes, and other undesirable forms of plant and animal life.
01.01 02 08 01	Insecticides--The study of substances or mixtures of substances which may be used to destroy or otherwise control insects and their near relatives--including larvae, aphids, and mites.

01.01 02 08 02	Fungicides--The study of substances or mixtures of substances used to destroy or inhibit fungi, particularly those causing plant diseases. Also included for study are fungicides which also act as insecticides.
01.01 02 08 03	Herbicides--The study of compounds used to destroy or inhibit the growth of selected plants.
01.01 02 08 04	Rodenticides--The study of compounds used to destroy rodents--especially rats and mice--and similar small animals.
01.01 02 99 00	Other Plant Science---Include here organized subject matter and experiences emphasized in plant science which are not classifiable or listed above. (Specify.)
01.01 03 00 00	Farm Mechanics--(See the category 01.01 03 00 00 Agricultural Mechanics.)
01.01 04 00 00	Farm Business Management--Planned learning activities concerned with farm resource analysis, accounting, production, financing, purchasing, farm inputs, performance records, contracts, marketing, and maintenance. The results of these learning activities are applied to formulating decisions involved in managing a farm or ranch operation.
01.01 04 01 00	Farm Accounts--Subject matter and experiences concerned with accounting as applied to the various enterprises in agricultural production. (See also the categories 03.01 00 00 00 Accounting and 03.03 00 00 00 Bookkeeping under BUSINESS.)
01.01 04 02 00	Performance Records--Planned study and experiences concerned with the use of records in determining the efficiency of a production operation, e.g., yields per acre, pounds of milk per cow, and labor efficiency.

01. AGRICULTURE (continued)

01.01 04 03 00	Budgeting and Analysis--Subject matter and experiences concerned with the examination and employment of resource inputs to secure maximum economic returns to the enterprises of the commercial agricultural unit.
01.01 04 04 00	Manpower Utilization--The study of factors that contribute to efficient and economic use of labor resources and the implications of these factors for labor management decisions of the farm manager. Emphasis in instruction in on such considerations as the development of knowledge about and ability to work with agricultural manpower; employee selection; employer-employee relations; wages and working conditions; legal requirements; and conditions affecting the employee, e.g., education, health, and language barriers.
01.01 04 05 00	Purchasing and Marketing--The study of (1) acquiring (purchasing) input units such as livestock, feed, seed, fertilizer, machinery, and equipment, and (2) marketing as applied to animal and plant products.
01.01 04 06 00	Financial and Legal Management--The study of factors involved in the control and application of the financial and legal aspects of managing a commercial agricultural production business.
01.01 04 07 00	Farm Organizations--Subject matter concerned with a comprehensive study of current programs of the several national, regional, and local farmers' organizations--including their development and purposes.
01.01 04 08.00	Governmental Programs--The study of current government policies, regulations, and programs which are available to and have influence upon agricultural production and management.
01.01 04 99 00	Other Farm Business Management--Include here other organized subject matter and experiences emphasized in farm business management which are not listed above. (Specify.)

01. AGRICULTURE (continued)

01.02 00 00 00 Agricultural Supplies--Subject matter and learning experiences concerned with preparing pupils for occupations involved in providing consumable supplies used in the production phase of agriculture--including processing, marketing, consulting, and other services. Various aspects of agricultural supplies are organized under descriptive titles such as those which follow.

01.02 01 00 00 Agricultural Chemicals--The study of a variety of chemicals, drugs, and related products which are associated with the production of animal and plant products. Usually included for study are various types of chemicals used to prevent animal and plant diseases, pesticides, herbicides, and other chemicals used by the farmer.

01.02 02 00 00 Livestock Feeds--The study of the business of processing and distributing high-quality livestock feeds used by the farmer and rancher.

01.02 03 00 00 Seeds--The study of the business of processing and distributing high-quality seeds utilized by the farmer and rancher.

01.02 04 00 00 Fertilizers--The study of the principles concerning, and the analysis, sale, and application of chemical fertilizers and their effect upon soil and growing plants.

01.02 99 00 00 Other Agricultural Supplies--Include here other organized subject matter and experiences emphasized in agricultural supplies which are not listed above. (Specify.)

01.03 00 00 00 Agricultural Mechanics--A combination of subject matter and activities designed to develop abilities necessary for assisting with and/or performing the common and important operations or processes involved in the selection, operation, maintenance, and use of agricultural power, agricultural machinery and equipment, structures and utilities, soil and water management, and agricultural mechanics shop, including sales and services.

01.03 01 00 00 Agricultural Power and Machinery--A combination of subject matter and experiences designed to develop in pupils the

	abilities to (1) recognize and identify the fundamental principles of selection, operation, service, maintenance, repair, and safety in agricultural power--engines, electricity, and hydraulics, and (2) plan, install, service, assemble, adjust, operate, and repair farm machinery. (See also 16.01 02 02 00 Agricultural Machinery and Equipment under TECHNICAL EDUCATION.)
01.03 02 00 00	Agricultural Structures and Conveniences--Learning activities designed to assist pupils in developing the ability to plan, select materials for, and construct and maintain agricultural structures and conveniences. (See also 16.01 02 03 00 Agricultural Structures and Conveniences under TECHNICAL EDUCATION.)
01.03 03 00 00	Soil and Water Management--A combination of subject matter and experiences designed to develop knowledge and skills concerned with surveying, planning, laying out, constructing, and maintaining irrigation storage and drainage systems.
01.03 04 00 00	Agricultural Mechanics Skills--Planned learning experiences designed to develop skills, abilities, and judgments necessary to select, use, and maintain hand and power tools, and to plan and establish home farm shops.
01.03 05 00 00	Agricultural Construction and Maintenance--A combination of subject matter and experiences designed to develop skills and abilities necessary in the planning, layout, fabrication, and maintenance of farm and other agricultural equipment, especially small custom-built devices.
01.03 06 00 00	Agricultural Electrification--A combination of subject matter and experiences designed to provide opportunities for pupils to gain knowledge and understanding concerning making effective use of electricity and electrical equipment on farms and ranches and other agricultural establishments. Included for study are the principles of electricity, maintenance and operation of equipment, and safety factors related thereto. (See also 16.01 02 01 00 Agricultural Electrification under TECHNICAL EDUCATION.)

01.03 99 00 00	Other Agricultural Mechanics--Include here other organized subject matter and experiences emphasized in agricultural mechanics which are not listed above. (Specify.)
01.04 00 00 00	Agricultural Products--A combination of subject matter and planned learning experiences designed to teach information, science principles, and management decisions concerned with agricultural competencies in the food technology occupations, including processing, marketing, inspection, and services. The groups of products include meat, fish, poultry, and eggs; dairy products; fruits and vegetables; cereal grains; and other foods and beverages. Instruction may be provided in any or all groups of these products.
01.04 01 00 00	Food Products--A combination of subject matter and experiences concerned with the scientific principles and operations involved in the preparation of agricultural products for sale and consumption. (See also 16.02 03 00 00 Food Processing Technology under TECHNICAL EDUCATION.)
01.04 01 01 00	Meat, Fish, Poultry, Eggs--A combination of subject matter and practical experiences concerned with the information, processes, science, and decisions associated with meats and meat products, fish, poultry, and eggs.
01.04 01 02 00	Dairy Products--A combination of subject matter and practical experiences concerned with the information, processes, science, and decisions associated with milk and products derived from milk, e.g., cream, ice cream, butter, and cheese. (See also 16.02 02 00 00 Dairy Technology under TECHNICAL EDUCATION.)
01.04 01 03 00	Fruits and Vegetables--A combination of subject matter and practical experiences concerned with the information, processes, science, and decisions associated with fruit and vegetable products.
01.04 01 04 00	Cereal Grains--A combination of subject matter and practical experiences which are concerned with the information, processes, science, and decisions

	associated with cereal grains and grain products, e.g., wheat, flour, soybeans, and soybean oil.
01.04 01 99 00	Other Food Products--Include here other subject matter and practical experiences emphasized in food products which are not listed above, e.g., mushrooms, nut products, beverages, sugar, honey, and maple products. (Specify.)
01.04 02 00 00	Nonfood Products--A combination of subject matter and experiences concerned with the information, scientific principles, processes, and management decisions related to processing and marketing functions associated with nonfood products such as cotton, tobacco, and wool.
01.04 02 01 00	Cotton--Subject matter and learning activities concerned with assembling, ginning, baling, processing, and marketing the fibers and byproducts of cotton.
01.04 02 02 00	Tobacco--Subject matter and learning experiences concerned with grading, storing, processing, and marketing tobacco.
01.04 02 03 00	Wool--Subject matter and learning experiences concerned with assembling, sorting, grading, processing, and marketing wool.
01.04 02 99 00	Other Nonfood Products--Include here other subject matter and practical experiences emphasized in nonfood products which are not listed above, e.g., furs, hemp, and gum. (Specify.)
01.04 99 00 00	Other Agricultural Products--Include here other organized subject matter and practical experiences emphasized in agricultural products which are not classifiable or listed above. (Specify.)
01.05 00 00 00	Ornamental Horticulture (Production, Processing, Marketing, and Services)--Organized subject matter and practical experiences concerned with the culture of plants used

principally for ornamental or esthetic purposes. Instruction in ornamental horticulture emphasizes knowledge and understanding important to establishing, maintaining, and managing ornamental horticulture enterprises. Subject matter and experiences are organized under descriptive titles such as Arboriculture, Floriculture, Greenhouse Operation and Management, Landscaping, Nursery Operation and Management, Turf Management, and other ornamental horticulture.

01.05 01 00 00	Arboriculture--Organized subject matter and practical experiences concerned with the principles and practices involved in the culture and maintenance of woody plants used for decoration and shade purposes.
01.05 02 00 00	Floriculture--Organized subject matter and practical experiences concerned with the principles and practices involved in field or greenhouse production of flowers and the arrangement of such flowers for ornamental purposes.
01.05 03 00 00	Greenhouse Operation and Management--Organized subject matter and practical experiences concerned with the principles and practices involved in producing plants under glass and in other artificial environments, including greenhouse operation, maintenance, and management.
01.05 04 00 00	Landscaping--Organized subject matter and practical experiences concerned with the principles and practices involved in locating, planting, and maintaining turf, plants, shrubs, trees, or devices for the beautification of home grounds and other areas of human habitation and recreation.
01.05 05 00 00	Nursery Operation and Management--Organized subject matter and practical experiences concerned with the production of turf, plants, shrubs and/or trees for the purposes of transplanting or propagating them, including nursery operation, maintenance, and management.
01.05 06 00 00	Turf Management--Organized subject matter and practical experiences concerned with the principles and practices

	involved in establishing, managing, and maintaining grassed areas for ornamental and/or recreational purposes.
01.05 99 00 00	Other Ornamental Horticulture--Include here other organized subject matter and experiences emphasized in ornamental horticulture which are not listed above. (Specify.)
01.06 00 00 00	Agricultural Resources (Conservation, Utilization, and Services)--A combination of subject matter and planned learning experiences concerned with the principles and processes involved in the preservation and/or improvement of natural resources such as air, forests, soil, water, fish, and wildlife for economic and recreation purposes. Instruction also emphasizes such factors as the establishment, management, and operation of forest lands used for recreational purposes.
01.06 01 00 00	Forests--(For definition see 01.07 01 00 00 Forests under Forestry.)
01.06 02 00 00	Recreation--(For definition see 01.07 05 00 00 Recreation under Forestry.)
01.06 03 00 00	Soil--A combination of subject matter and practical experiences designed to provide opportunities for gaining knowledge and understanding concerning the principles and practices involved in maintaining soil stability, including the prevention of erosion and pollution.
01.06 04 00 00	Wildlife (including game farms and hunting areas)--A study of the principles and practices involved in the preservation and/or improvement of wildlife such as game, fowl, and fish.
01.06 05 00 00	Water--A combination of subject matter and practical experiences concerned with water conservation practices such as prevention of soil erosion and pollution, flood control, and the preservation of water supplies for domestic and recreational purposes.

01.06 06 00 00	Air--The study of air pollution, including the effects of agricultural activities on pollution, and the effects of pollution on plants and animals.
01.06 07 00 00	Fish (including farms and hatcheries)--A combination of subject matter and activities concerned with the propagation, rearing, stocking, and management of fish in public and private waters.
01.06 99 00 00	Other Agricultural Resources--Include here other organized subject matter and experiences emphasized in agricultural resources which are not listed above, including emerging occupational areas in this category. (Specify.)
01.07 00 00 00	Forestry (Production, Processing, Management, Marketing, and Services)--A combination of subject matter and experiences concerned with the multiple use of forest lands and resources, including their management and protection.
01.07 01 00 00	Forests--A combination of subject matter and experiences concerned with forests as living communities of plants and animals in which trees are the dominant species. Emphasis is on the multiple use of forest lands and resources.
01.07 02 00 00	Forest Protection--A combination of subject matter and activities designed to provide knowledge, understanding, and judgment concerning the behavior of enemies of the forest and their control.
01.07 03 00 00	Logging (harvesting and transporting)--Study, including observation and practical experiences, concerned with the initial collective activities involved in harvesting trees as a crop and in terms of not interfering with other desirable uses of the forest.
01.07 04 00 00	Wood Utilization--Organized subject matter and practical activities concerned with the many wood products of the forest. Emphasis in instruction is on the study of production, selection, grading, and marketing of forest raw material (wood) for multiple uses in conversion to

	consumer goods, e.g., paper, plywood, wallboard, plastics, and preservative-treated wood products.
01.07 05 00 00	Recreation--The study of recreation as one of the multiple uses of a forest, including emphasis of the principles of conservation. Included in instruction are examples of recreation activities which can be established, maintained, and managed, such as fishing, picnicking, hunting, camping, and nature study.
01.07 06 00 00	Special Products--Organized subject matter concerned with the production and marketing of special products, e.g., maple syrup, nuts, Christmas trees, and other products. Consideration is given to the great variety of products utilized in their natural states and/or manufactured from such products. The following are representative of special products.
01.07 06 01 00	Christmas Trees
01.07 06 02 00	Maple Syrup
01.07 06 03 00	Nuts
01.07 06 99 00	Other Special Products--Include here other special products emphasized in instruction which are not listed above. (Specify.)
01.07 99 00 00	Other Forestry--Include here other organized subject matter and activities emphasized in forestry which are not listed above. (Specify.)
01.99 00 00 00	Other Agriculture--Include here other organized subject matter and experiences emphasized in agriculture which are not listed or classifiable in one of the above categories. (Specify.)

TENTATIVE
Work Material

ART

02.00 00 00 00

Art is comprised of the organized body of subject matter or related courses involving visual expression. Included in instruction are the two-dimensional forms such as drawing, painting, or printmaking; the three-dimensional forms such as sculpture or pottery; other spatial concepts such as architecture and design for the performing arts; and the history and theory of art. Emphasis is placed upon the esthetic and creative factors of visual forms. Under this heading are the items of information which identify various subjects in the art areas.

02.01 00 00 00 Art History and Theory--The study of the visual arts from a conceptual point of view including its history, its relation to social and psychological conditions, to philosophic positions, and to other humanistic disciplines. Art concepts are treated under a variety of descriptive titles such as Art History, Art Theory, Humanities, and other art history and theory.

02.01 01 00 00 Art History--The study of the history and evolution of art forms and symbols and their relationship to other historical data, usually presented in chronological or cultural order. Specific periods of art, including contemporary, may be isolated in specialized courses. The focus might be on sensitivity to the inherent esthetic merits of a work of art as well as its historical significance.

02.01 02 00 00 Art Theory--The study of those aspects of philosophy, psychology, sociology, and other disciplines which relate to art topics. Esthetics, criticism, creativity, perception, cultural anthropology, and other relevant social or behavioral studies may be included. This subject matter also applies to the professional education of art teachers and professional museum personnel.

02. ART (continued)

02.01 03 00 00	Humanities--The study of art presented in relation to visual and performing arts, literature, and philosophy in their social and historical concepts. (See also 05.03 06 00 00 Humanities under ENGLISH (LANGUAGE ARTS) and 12.06 00 00 00 Humanities under MUSIC.)
02.01 99 00 00	Other Art History and Theory--Include here other organized subject matter emphasized in art history and theory which is not listed above. (Specify.)
02.02 00 00 00	Art Studio--A space designed to provide learning situations involving participation by pupils in the visual arts, emphasizing their expressive and creative aspects and the development of necessary related skills and understanding. Esthetic merit, rather than technical virtuosity, receives primary emphasis. Opportunities for studio experiences are provided under descriptive titles such as Basic Design, Commercial Design, Environmental Design, Crafts, Drawing, Painting, Photography, Printmaking, Sculpture, and other art studio.
02.02 01 00 00	Basic Design--A study of the relationships of visual forms, somewhat comparable to the study of the structure of verbal language. The elements and principles affecting visual expression are central. Design is treated under a variety of descriptive course titles.
02.02 01 01 00	Two-dimensional Design--The study of the relationships of line, shape, color, movement, and other visual elements when applied to a plane.
02.02 01 02 00	Three-dimensional Design--The study of the structural relationships of form, texture, space, movement, light modulation, and other visual elements as they apply to three-dimensional configurations.

02. ART (continued)

02.02 02 00 00	Commercial Design--Studies directed toward specific applications of design principles. Commercial design is organized and treated under a variety of titles such as Advertising and Graphic Design, Design for the Performing Arts, Fashion Design, Technical and Medical Illustration, and other commercial design.
02.02 02 01 00	Advertising and Graphic Design--The development of skills necessary in the preparation of visual material suitable for quantity reproduction. Lettering, typography, layout, and illustration are included. Negotiation, bidding, and cost estimating may also be taught.
02.02 02 02 00	Design for the Performing Arts--The study of design and production of sets, costumes, props, and other accouterments of the performing arts. Work with theatrical productions is essential.
02.02 02 03 00	Fashion Design--The study and development of skills and processes involved in the design of apparel. Textile and clothing industries may be taught.
02.02 02 04 00	Technical and Medical Illustration--The development and use of skills and processes involved in creating illustrations relating to industrial, scientific, or medical subjects. Study in science, industrial technology, and/or associated medical areas is frequently included in the development of knowledge and skills necessitating advanced study.
02.02 02 99 00	Other Commercial Design--Include here other organized subject matter and experiences emphasized in commercial design which are not listed above. (Specify.)

02. ART (continued)

02.02 03 00 00	Environmental Design--The application of principles of spatial and structural design to the problems of creating enclosures-related structural elements and products that man creates to adapt, alter, and control his surroundings.
02.02 03 01 00	Architectural Design--The study of organization and enclosure of space for functional and esthetic purposes. The relationships of color, texture, volume, space, shape, and site are emphasized. Specialized sequences and related studies in engineering and technology are essential.
02.02 03 02 00	Industrial and Product Design--The study of, with central emphasis on, the integration of esthetic quality with industrial technology. The nature of materials and industrial processes, the functional characteristics of the product, consumer psychology, and rudimentary engineering skills are included in planning and design.
02.02 03 03 00	Interior Design--The planning of color, form, space, and textural elements for interiors, emphasizing esthetic consideration. The selection and relationship of furniture, furnishings, communications, traffic, and utilities are also included. The close relationship to the architecture and landscape is implicit.
02.02 03 04 00	Landscape Architecture--The application of design principles to the functional and esthetic problems of altering, adapting, and controlling the external environment. Supporting studies in related areas are necessary, e.g., horticulture, civil engineering, finance, sociology, and social psychology.
02.02 03 05 00	Urban Planning--Study involving the planning and design of cities and towns, or portions thereof, emphasizing the integration of functional and esthetic aspects of the urban environment.

02.02 03 99 00	Other Environmental Design--Include here other organized subject matter and experiences emphasized in environmental design which are not listed above. (Specify.)
02.02 04 00 00	Crafts--Activities for pupils which are planned to emphasize the conception and production of "objects designed for use." Design quality and esthetic and creative factors are emphasized. Consideration of function and technique, while important, is subordinated to these activities. Craft activities are designed under a variety of descriptive titles such as Metalwork and Jewelry, Pottery and Ceramics, Textiles, and other crafts.
02.02 04 01 00	Metalwork and Jewelry--Study and activities which involve the techniques of metalwork and jewelry such as brazing, soldering, forging, casting, finishing, and other techniques.
02.02 04 02 00	Pottery and Ceramics--Study and activities concerned with the forming, firing, glazing, and other finishing processes of ceramic ware. Clay composition and glaze chemistry may be taught.
02.02 04 03 00	Textiles--Activities in which the central concern is weaving, printing, and creating new forms in fiber and other material. The utilization of the product is not normally an important element.
02.02 04 99 00	Other Crafts--Include here other crafts which are emphasized for study, e.g., wood, leather, enameled metal, glass, and other materials. (Specify.)
02.02 05 00 00	Drawing--The process of producing work in a variety of wet or dry media including, among others, pencil, pen or brush and ink, crayon, chalk, or mixed media, usually nonchromatic. Drawing experiences may emphasize a particular medium or specialized subject matter.

02. ART (continued)

02.02 06 00 00	Painting--The process of producing work in a variety of media such as oils, water color, tempera, casein, synthetics, and mixed media. Painting experiences may emphasize a particular medium or specialized subject matter.
02.02 07 00 00	Photography and Related Media--The process of producing work in photographic and related media emphasizing, in addition to technical aspects, the artistic elements which distinguish this work from similar offerings in journalism, science, or vocational education. Specialized studies may be offered in still or motion pictures, television, and other electronic equipment.
02.02 08 00 00	Printmaking--The process of printmaking, including intaglio, relief, planographic, and stencil operations. Etching, engraving, lithography, wood and linoleum arts, silk screen, calligraphy, and allied techniques are included in this category. These activities do not include industrial printing.
02.02 09 00 00	Sculpture--The conception and creation of expressive forms by means of modeling, forming, carving, and constructing. Media may include clay, wood, stone, metal, wax, plaster, synthetics, found objects, and others.
02.02 99 00 00	Other Art Studio--Include here other techniques or media emphasized in art studio which are not listed above. (Specify.)
02.99 00 00 00	Other Art--Include here other organized subject matter and experiences emphasized in art which are not listed or classifiable under one of the major categories listed above, including emerging art concepts. (Specify.)

BUSINESS

03.00 00 00 00

Business includes the body of related subject matter, or related courses, and planned learning experiences which are designed to develop in pupils the attitudes, knowledge, skills, and understandings concerned with business principles and practices having applications for personal use and/or activities in the business world. Business also includes a wide variety of aspects of general education, e.g., subject matter from other subject areas such as English (language arts), social sciences/social studies, and mathematics. Included under this heading are the items of information which identify various subjects in business.

03.01 00 00 00 Accounting--Organized subject matter and learning activities which are designed to provide opportunities for pupils to develop knowledge, understandings, and skills concerned with the principles and theory of accounting, and accounting practices. Different aspects of accounting are organized for instruction under various descriptive titles, such as Accounting Principles, Accounting Systems, Advanced Accounting, Cost Accounting, Data Processing Accounting, Governmental and Institutional Accounting, Income Tax Accounting, intermediate Accounting, Payroll Accounting, Secretarial Accounting, and other accounting. (Included as 04.10 01 00 00 Accounting under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)

03.01 01 00 00 Accounting Principles--Subject matter and learning experiences which are designed to introduce pupils to the general principles of accounting. Usually included for study are theory and practice of accounting and their application to, for example, proprietorships, partnerships, and corporations; problems in recording transactions; payroll and tax transaction procedures; procedures in depreciation and accrual accounting; and preparation and analysis of financial statements. (See also the category 14.01 00 00 00 Accounting and Computing Occupations under OFFICE OCCUPATIONS.)

03. BUSINESS (continued)

03.01 02 00 00	Accounting Systems--An organization of subject matter and learning experiences designed to prepare pupils to analyze accounting systems and procedures and to devise and recommend improvements for existing systems. Usually included is the study of automatic data processing and its application to the accounting system. (See also the categories 14.01 00 00 00 Accounting and Computing Occupations and 14.02 00 00 00 Business Data Processing Occupations under OFFICE OCCUPATIONS.)
03.01 03 00 00	Advanced Accounting--An organization of subject matter and learning activities concerned with the refinement and expansion of accounting theory and procedures with emphasis being placed on a variety of special problems dealing with such considerations as partnerships, proprietorships, and corporations, and installments, consignments, budgeting, depreciation and depletion, governmental accounting, consolidated statements, taxes, liquidation, receiverships, and actuarial science. (See also the categories 14.01 00 00 00 Accounting and Computing Occupations and 14.08 00 00 00 Supervisory and Administrative Management Occupations under OFFICE OCCUPATIONS.)
03.01 04 00 00	Auditing--The study of the concepts, objectives, and ethics applicable to auditing (the examination of accounts), including audit plans, internal control, sampling, and specific auditing procedures concerned with such items as cash, investments, receivables, inventories, plant, equipment, expenses, and writing an audit report. (See also the categories 14.01 00 00 00 Accounting and Computing Occupations and 14.08 00 00 00 Supervisory and Administrative Management Occupations under OFFICE OCCUPATIONS.)
03.01 05 00 00	Cost Accounting--The study of procedures and practices involved in accounting for materials, labor, overhead, and burden under job-order, including various systems of cost accounting, accounting related to sales, and accounting as a managerial tool of control. (See also the categories 14.01 00 00 00 Accounting and Computing Occupations, 14.02 00 00 00 Business Data Processing Occupations, and 14.08 00 00 00 Supervisory and Administrative Management Occupations under OFFICE OCCUPATIONS.)

03.01 02 00 00	C.P.A. Review--The study of accounting standards, concepts, and principles, and their applications in practice. Special attention is given to the AICPA examinations.
03.01 07 00 00	Data Processing Accounting--Subject matter and learning activities which involve the use of modern data processing procedures and equipment in financial activities, with special emphasis being placed on systems, including the use of punch-card equipment, common-language devices, accounting machines, and computers. In practice, special applications are made to inventory control, payroll procedures, customer accounts, billing procedures, and storage and retrieval of information. (See also the categories 14.01 00 00 00 Accounting and Computing Occupations and 14.02 00 00 00 Business Data Processing Occupations under OFFICE OCCUPATIONS.)
03.01 08 00 00	Governmental and Institutional Accounting--The study of accounting procedures and principles as applied to fund accounting for governmental units, accounting for non-profit institutions, and budget control in these institutions. (See also the categories 14.01 00 00 00 Accounting and Computing Occupations and 14.08 00 00 00 Supervisory and Administrative Management Occupations under OFFICE OCCUPATIONS.)
03.01 09 00 00	Intermediate Accounting--Usually, an organization of subject matter and learning experiences which are designed to provide (1) a systematic review of fundamental accounting processes, and (2) applications of accounting principles to major accounting problems such as assets, liabilities, working capital, the balance sheet, the income statement, the analysis of statements, and stockholders' equity. (See also the category 14.01 00 00 00 Accounting and Computing Occupations under OFFICE OCCUPATIONS.)
03.01 10 00 00	Managerial Accounting--The study of accounting analysis information and techniques which are utilized by management in its decision-making responsibilities and activities. (See also the category 14.08 00 00 00 Supervisory and Administrative Management Occupations under OFFICE OCCUPATIONS.)

03. BUSINESS (continued)

03.01 11 00 00	Payroll Accounting--A combination of subject matter and learning activities which apply to payroll accounting procedures and control, including the study of Federal and State laws and their interpretations and the preparation of reports required by governmental agencies. In practice, payroll accounting is frequently a part of bookkeeping or office practice courses, and includes recording wages, computing payrolls and payroll deductions, and recording payroll entries. (See also the category 14.01 00 00 00 Accounting and Computing Occupations under OFFICE OCCUPATIONS.)
03.01 12 00 00	Secretarial Accounting--A study of accounting and bookkeeping fundamentals designed primarily for stenographers and secretaries. Included for study are various accounting/bookkeeping activities, i.e., single- and double-entry bookkeeping, payroll procedures, petty cash, records for merchandising, records for various professional services, income statements, taxes, and other financial reports. (See also 14.08 01 00 00 Administrative Assistants under OFFICE OCCUPATIONS.)
03.01 13 00 00	Tax Accounting--The study of accounting principles, procedures, and regulations applicable to the maintenance of records and the preparation and filing of income tax returns for individuals, partnerships, corporations, and other types of organizations. Sometimes State and local tax laws and procedures are included in addition to the study and interpretation of Federal income tax legislation. (See also the category 14.01 00 00 00 Accounting and Computing Occupations under OFFICE OCCUPATIONS.)
03.01 99 00 00	Other Accounting--Include here other organized subject matter and activities emphasized in accounting which are not classified above. (Specify.)
03.02 00 00 00	Advertising and Sales Promotion--(For definition see 04.02 00 00 00 Advertising and Sales Promotion under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)

03.02 01 00 00	Advertising Principles--(For definition see 04.02 05 00 00 Advertising Principles under DISTRIBUTIVE EDUCATION (DISTRIBUTION AND MARKETING).)
03.02 02 00 00	Advertising Copywriting--(For definition see 04.02 02 00 00 Advertising Copywriting under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)
03.02 03 00 00	Advertising Media and Campaigns--(For definition see 04.02 04 00 00 Advertising Media and 04.02 01 00 00 Advertising Campaigns under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)
03.02 04 00 00	Direct-Mail Advertising--(For definition see 04.02 07 00 00 Direct-Mail Advertising under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)
03.02 99 00 00	Other Advertising and Sales Promotion--Include here other organized subject matter and activities emphasized in advertising and sales promotion which are not classified under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING). (Specify.)
03.03 00 00 00	Bookkeeping--The study of the fundamental principles involved in the preparation and maintenance of financial records concerned with business management and operations. Emphasis is placed on various records such as budgets, payrolls, and financial statements. In practice, pupils usually are provided opportunities to gain limited experience in the use of selected office machines. Subject matter and activities in bookkeeping are treated under various descriptive titles such as Bookkeeping, First Course; Bookkeeping, Second Course; Bookkeeping, Third Course; Bookkeeping, Fourth Course; Machine Bookkeeping; Payroll Record Keeping; Record Keeping; and other bookkeeping.
03.03 01 00 00	Bookkeeping, First Course--A combination of subject matter and learning experiences concerned with the elementary principles of bookkeeping, including some theory of accounting. In practice, various bookkeeping situations are emphasized in learning, e.g., single and

	double-entry bookkeeping; methods and principles of recording business transactions; the preparation of various documents used in recording income, expenses, acquisition of assets, incurrance of liabilities, and changes in quity; and the preparation and some interpretation of financial statements. (See also 14.01 02 00 00 Bookkeepers under OFFICE OCCUPATIONS.)
03.03 02 00 00	Bookkeeping, Second Course--Includes repeating the cycle of the first course, expanding the subject matter and enlarging the degree of difficulty. In addition, the pupils are introduced to the simpliest forms of partnership and corporation accounting. Actual books, based on simulated companies, transactions, and situations, are used in the learning process. (See also 14.01 02 00 00 Bookkeepers under OFFICE OCCUPATIONS.)
03.03 03 00 00	Bookkeeping, Third Course--Organized learning experiences which provide for more extensive treatment of the activities carried on in the first two courses or cycles. New elements of control accounting, subsidiary ledger work, and inventory accounting are usually introduced. (See also 14.01 02 00 00 Bookkeepers under OFFICE OCCUPATIONS.)
03.03 04 00 00	Bookkeeping, Fourth Course--Usually, the terminal course in bookkeeping. In practice, provision is frequently made for repeating the cycles of the first three courses. More comprehensive treatment of specialized types of records, introduction to cost accounting systems, and often relationships and simulated activities in data processing affecting bookkeeping are introduced. Increased emphasis is also placed on financial control through bookkeeping and report construction. (See also 14.01 02 00 00 Bookkeepers under OFFICE OCCUPATIONS.)
03.03 05 00 00	Machine Bookkeeping--An organization of subject matter and directed activities, often designed as a unit in a bookkeeping or an accounting course, to provide opportunities for pupils to gain experience in the use of bookkeeping machines, usually posting accounts receivable and other control account data. (See also 14.01 04 00 00

Machine Operators: Billing, Bookkeeping, and Computing Machine Operators under OFFICE OCCUPATIONS.)

03.03 06 00 00 Payroll Record Keeping--A combination of subject matter and practice activities which are concerned with (1) the study of Federal and State laws that affect payroll, (2) the study of basic payroll forms and records and their uses, (3) practice in calculating hours worked by employers, overtime, gross and net pay, and deductions, and (4) practice in preparing records and the required government reports from the records. (See also the category 14.01 00 00 00 Accounting and Computing Occupations under OFFICE OCCUPATIONS.)

03.03 07 00 00 Record Keeping--Subject matter and learning experiences that deal with financial records less technical than those provided in the first and second courses in bookkeeping and which are frequently considered to be on a clerical level. Emphasis is placed on simple, commonly used financial records which often are concerned with personal, family, club, and small business needs. Sometimes the subject matter and experiences serve as a background for enrollees in the first and second courses in bookkeeping as well as a substitute for bookkeeping for those not desiring or not qualified to take technical bookkeeping courses.

03.03 99 00 00 Other Bookkeeping--Include here other organized subject matter and activities emphasized in bookkeeping which are not listed above. (Specify.)

03.04 00 00 00 Budget Control--The study of the budgetary process in business, e.g., planning for profitable operations, including systems of cost and profit analysis. The primary emphasis is on planning which will expedite the achievement of specific budget control objectives. (See also the category 14.08 00 00 00 Supervisory, and Administrative Management Occupations, under OFFICE OCCUPATIONS.)

03.05 00 00 00 Business Arithmetic or Mathematics--(For definition see 11.05 01 00 00 Business Arithmetic under MATHEMATICS.)

03. BUSINESS (continued)

03.06 00 00 00 Business Communications--The study of oral and written English as they apply to business. The emphasis is on the type of correct and proper English needed by the secretary, stenographer, and clerk, and includes correctness and clarity in style and vocabulary in business correspondence, memorandums, formal and informal reports, and writing minutes. (See also 04.10 04 00 00 Communications for Distribution under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).) (See also the categories 14.04 00 00 00 Information Communication Occupations, 14.07 00 00 00 Stenographic, Secretarial, and Related Occupations, 14.08 00 00 00 Supervisory and Administrative Management Occupations, and 14.09 00 00 00 Typing and Related Occupations under OFFICE OCCUPATIONS.)

03.06 01 00 00 Business Correspondence--Organized subject matter and activities which are designed to emphasize the writing of business letters, reports, and memorandums. In practice, subject matter and activities frequently include emphasis on both oral and written English which are used in business.

03.06 02 00 00 Report Writing--Learning experiences concerned with the process of investigating and presenting business problems and their solutions, usually including the study of methods of collecting, organizing, and interpreting data, with emphasis upon the elements involved in writing the final report. (See also 14.04 02 00 00 Correspondence Clerks under OFFICE OCCUPATIONS, and 04.10 14 00 00 Report Writing under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)

03.06 03 00 00 Spelling and Vocabulary Building--The study of words, their definitions, pronunciation, and applications. The activities normally include taking stock of words one knows, and learning to spell new words. The subject matter includes words for general vocabulary and words for the specialized business vocabulary.

03.06 99 00 00 Other Business Communications--Include here other organized subject matter and activities emphasized in business communications which are not listed above. (Specify.)

03. BUSINESS (continued)

03.07 00 00 00	Business Ethics--The study of morality and its background as a factor determining personal conduct and the consideration of personal and social problems from an ethical point of view. Usually included is the study of society and its influence on policies involved in the management of and their relation to customers, employers, competitors, and government. (This subject matter is also emphasized in various categories under 14.00 00 00 00 OFFICE OCCUPATIONS.)
03.08 00 00 00	Business Finance--An organization of subject matter designed to provide opportunities for pupils to gain knowledge and understanding of the principles of financial management and control as applied to business formation, expansion, reorganization, and liquidation. (See also the categories 14.01 00 00 00 Accounting and Computing Occupations and 14.08 00 00 00 Supervisory and Administrative Management Occupations under OFFICE OCCUPATIONS.)
03.09 00 00 00	Business Law--The study of the principles of law as they relate to business transactions and to the individual and his job responsibilities--the rights of individuals and businesses and other individuals and businesses with whom they deal. Usually, emphases are placed on considerations such as contracts, insurance, loans, sales, negotiable instruments, partnerships, corporations, principal and agent, and property. (This course is included as 04.10 03 00 00 Business Law under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).) (See also the categories 14.01 00 00 00 Accounting and Computing Occupations, 14.05 00 00 00 Materials Support Occupations: transporting, storing, and recording, and 14.08 00 00 00 Supervisory and Administrative Management Occupations under OFFICE OCCUPATIONS.)
03.10 00 00 00	Business Machines--A combination of subject matter and guided experiences concerned with developing in pupils the knowledge, understanding, and varying degrees of skills related to a variety of machines used in business offices. (See also 14.01 04 00 00 Machine Operators: Billing, Bookkeeping, and Computing Machine Operators, and the category 14.03 00 00 00 Filing, Office Machines, and General Office Clerical Occupations under OFFICE OCCUPATIONS.) (See also specialized subject listings in the BUSINESS subject matter area.)

03. BUSINESS (continued)

03.10 01 00 00	Business Machines, First Course--Instruction and practice activities which are designed to provide pupils with an introduction to computing machines and opportunities to build acquaintanceship-level skills on adding machines (ten-key and full-key) and on calculating machines (key-driven, rotary, and printing). (See also 14.01 04 00 00 Machine Operators: Billing, Bookkeeping, and Computing Machine Operators under OFFICE OCCUPATIONS.)
03.10 02 00 00	Business Machines, Second Course--An extension of the learning and practice activities carried on in Business Machines, First Course with emphasis on developing job skills on computing machines--adding machines and calculators--and specific applications to business documents and procedures. (See also 14.01 04 00 00 Machine Operators: Billing, Bookkeeping, and Computing Machine Operators under OFFICE OCCUPATIONS.)
03.10 03 00 00	Calculating and Listing Machines--(For definition see 14.01 04 00 00 Machine Operators: Billing, Bookkeeping, and Computing Machine Operators under OFFICE OCCUPATIONS.)
03.10 04 00 00	Duplicating Machines--Subject matter and practice activities, frequently organized as a unit in office practice, designed to provide skills development in the use of various types of reproducing machines, e.g., spirit, stencil, and photocopy duplicating machines. (See also 14.03 01 00 00 Duplicating Machine Operators under OFFICE OCCUPATIONS.)
03.10 99 00 00	Other Business Machines and Appliances--Include here other subject matter and activities emphasized in business machines and appliances which are not listed above. (Specify.)
03.11 00 00 00	Business Psychology--The study of superior-subordinate behavior interactions and the influence of group attitudes as they relate to the specific work environments. Subject matter usually includes interpersonal relationships between peers and superiors, personality acknowledgment, requirements for morale, personal efficiency, and leadership by

example. (See also 04.10 12 00 00 Human Relations under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).) (See also the category 14.06 00 00 00 Personnel, Training, and Related Occupations under OFFICE OCCUPATIONS.)

03.12 00 00 00 Business Statistics--The study of the elementary aspects of statistics and their applications to business, e.g., tables, charts, ratios, percentages, averages, statistical data, realities, dispersion, skewness, time series, trends, indexes, forecasting, and correlations. (See also the categories 14.01 00 00 00 Accounting and Computing Occupations, 14.02 00 00 00 Business Data Processing Systems Occupations, 14.05 00 00 00 Materials Support Occupations: transporting, storing, and recording, and 14.08 00 00 00 Supervisory and Administrative Management Occupations under OFFICE OCCUPATIONS.)

03.13 00 00 00 Office Work Experience--Planned educational activities designed to permit application, in a realistic situation, of background and skill knowledge previously learned through: cooperative programs with an approved teacher-coordinator in the business community; directed experience programs providing systematic supervision of the pupil learning situation in or out of school; or simulated programs providing realistic classroom work experience directed by a qualified teacher. (This type of work experience also applies to various categories under 14.00 00 00 00 OFFICE OCCUPATIONS.)

03.14 00 00 00 Clerical Practice--Learning situations involving laboratory and discussion experiences which are designed to provide opportunities for pupils, not interested in or not pursuing secretarial or bookkeeping knowledge and skills, to develop knowledge and skills in clerical operations. Emphasis is on various activities, e.g., filing, record keeping, telephone and telegraph usage, mailroom activities, shipping procedures, personality development, machine operation, and job-application procedures. (See also the category 14.03 00 00 00 Filing, Office Machines, and General Office Clerical Occupations under OFFICE OCCUPATIONS.)

03.15 00 00 00 Consumer Education--(For definition see 15.05 00 00 00 Consumer Education under SOCIAL SCIENCES/SOCIAL STUDIES.)

03. BUSINESS (continued)

03.16 00 00 00 Credit and Collections--(For definition see 04.06 01 00 00 Credit and Collections under DISTRIBUTIVE EDUCATION (DISTRIBUTION AND MARKETING).)

03.17 00 00 00 Data Processing and Computer Operation--Learning activities concerned with surveying and studying the rapidly growing need for and uses of electronic data processing systems in the business office, and the implications for management, including the analysis and study of concepts of computer operations. (See also the category 14.02 00 00 00 Business Data Processing Systems Occupations under OFFICE OCCUPATIONS.)

03.17 01 00 00 Introduction to Data Processing--Instruction which is designed to provide opportunities for pupils to become acquainted with developments in data processing--concepts, procedures, understandings, and processing electro-mechanical or electronic machines. Usually, various methods such as manual, machine, punched-card, and electronic are studied. Simple applications are made to payrolls, inventory, customer records, and billing. This is sometimes a separate course when equipment is available, or it is often a part of an office practice or bookkeeping course when equipment is not available. (See also the category 14.02 00 00 00 Business Data Processing Systems Occupations under OFFICE OCCUPATIONS.)

03.17 02 00 00 Data Processing Systems--The study of data systems and procedures such as the analysis, design, and control of management information and data communications systems. Other aspects of data processing systems frequently emphasized are: (1) the economics of manual, electro-mechanical, and electronic data processing; (2) the advantages and limitations of computers, communication, information retrieval systems as tools for management control; (3) feasibility study techniques, evaluation of equipment, and conversion techniques; and (4) installation, organization, and operation of a computer facility. (See also the category 14.02 00 00 00 Business Data Processing Systems Occupations under OFFICE OCCUPATIONS.)

03.17 03 00 00	Computer-Oriented Mathematics (Data Processing Mathematics)--Instruction which is concerned with a practical foundation in numerical concepts needed for understanding accounting and machine processes. Subject matter and learning experiences usually are designed to provide knowledge of rotation, number systems, number systems with an arbitrary base, basic algebra, linear equations, fixed and floating point numbers, elements of Boolian algebra, methods of numerical computation, and use of the computer for numerical computation. (See also 11.08 00 00 00 Computer Mathematics under MATHEMATICS.)
03.17 04 00 00	Computer Programming--Learning activities designed to provide practice in flow charting and writing instructions in computer language for the direction of computer operation in the solution of a problem. Usually, subject matter includes program preparation steps, types of instruction, coding, flow charting and block diagramming, number systems, address systems, computer word format, housekeeping, running, and error detection. (See also 14.02 03 00 00 Programmers under OFFICE OCCUPATIONS, and 16.04 01 00 00 Computer Programmer under TECHNICAL EDUCATION.)
03.17 05 00 00	Computer Operation: Introduction--The study of the principles of computer operation with emphasis on components and functions of a computer system, input-output media, central processing units, internal processing procedures, console and inquiring functions, and programming elements. Instruction is usually designed to enable pupils to gain "in-depth" knowledge of computer applications and characteristics. (See also 14.02 01 00 00 Computer and Console Operators under OFFICE OCCUPATIONS.)
03.17 06 00 00	Processing Equipment Operation--Learning experiences concerned with the operation of electrical/mechanical equipment, e.g., key punch machines, accounting machines, collators, key sorters, and printer--either independently or in support of and/or auxilliary to the electronic data computer. (See also 14.02 02 00 00 Peripheral Equipment Operators under OFFICE OCCUPATIONS.)

03.17 06 01 00	Punch Card Data Processing--An organization of subject matter and activities which is designed to provide opportunities for pupils to gain knowledge and experiences concerned with the use of punched-card equipment, including basic machine operation, board wiring, and typical applications. (See also 14.02 02 01 00 Key Punch and Coding Equipment Operators under OFFICE OCCUPATIONS.)
03.17 06 02 00	Tabulating Equipment Operation--Organized learning experiences designed to provide opportunities for pupils to gain knowledge and understanding about the punched-card system of data processing, including all peripheral equipment. Subject matter usually includes the punched card, machine functions, machine components, key punch and verifier, interpreter, sorter, reproducer, collator, accounting machine-tabulator, calculator, basic housekeeping procedures, equipment used as computer support, and accounting applications. (See also 14.02 02 00 00 Peripheral Equipment Operators under OFFICE OCCUPATIONS.)
03.17 06 03 00	Tabulating Machine Wiring--Instruction which is concerned with the wiring of control panels that direct the operation of punched-card equipment. Subject matter usually includes machine logic, principles of control panel wiring, wiring fundamentals, and wiring practice. (See also 14.02 02 00 00 Peripheral Equipment Operators under OFFICE OCCUPATIONS.)
03.17 06 99 00	Other Processing Equipment Operation--Include here other subject matter and experiences emphasized in processing equipment operation not listed above. (Specify.)
03.17 99 00 00	Other Data Processing and Computer Operation--Include here other subject matter and activities emphasized in data processing and computer operation which are not listed above, e.g., tape library systems, job scheduling, and job control. (See also 14.02 99 00 00 Other Business Data Processing Systems Occupations under OFFICE OCCUPATIONS.) (Specify.)

03. BUSINESS (continued)

03.18 00 00 00	Economics--(For definition see 15.06 00 00 00 Economics under SOCIAL SCIENCES/SOCIAL STUDIES.)
03.18 01 00 00	Consumer Economics--(For definition see 15.06 03 00 00 Consumer Economics under SOCIAL SCIENCES/SOCIAL STUDIES.)
03.18 02 00 00	Labor Economics--(For definition see 15.06 08 00 00 Resource Economics under SOCIAL SCIENCES/SOCIAL STUDIES.)
03.18 03 00 00	Money and Banking--(For definition see 15.06 05 00 00 Money and Banking under SOCIAL SCIENCES/SOCIAL STUDIES.)
03.18 04 00 00	Principles of Economics--(For definition see 15.06 07 00 00 Principles of Economics under SOCIAL SCIENCES/SOCIAL STUDIES.)
03.18 99 00 00	Other Economics--Include here other subject matter emphasized in economics which is not listed above or classified under SOCIAL SCIENCES/SOCIAL STUDIES. (Specify.)
03.19 00 00 00	Economic Geography--(For definition see 15.07 02 00 00 Human Geography and 15.07 04 00 00 Regional Geography under SOCIAL SCIENCES/SOCIAL STUDIES.)
03.20 00 00 00	Exploratory Business--An organization of subject matter and activities designed to assist the pupil in determining the extent of his interest in and aptitude for activities related to business employment. Emphasis is usually on limited skill objectives in shorthand, selling, bookkeeping, and clerical duties.
03.21 00 00 00	Filing--Learning experiences which provide opportunities for pupils to study the principles of indexing and the various methods of filing used in business and other institutions, including actual practice in indexing and filing. (See also 14.03 02 00 00 File Clerks under OFFICE OCCUPATIONS.)

03. BUSINESS (continued)

03.22 00 00 00 Filing and Record Control--Subject matter and learning experiences which are concerned with the extension and more advanced study of the elementary aspects of indexing and filing described in Filing. In practice, emphasis is frequently on a wide range of study and experiences such as filing systems and their management, storage, and retrieval of business records, rules of indexing, evaluation of various methods of filing, uses of filing equipment and supplies, automated filing procedures, the operation of an efficient records system, including forms design, and transfer and disposition of records. (See also 14.03 03 00 00 General Office Clerks under OFFICE OCCUPATIONS.)

03.23 00 00 00 General Business or Introduction to Business--Subject matter designed to make available to all pupils an introductory study of business, including (1) an understanding and appreciation of the nature, scope, and functions of the business-economic system in meeting consumer needs and wants; (2) an understanding of economic principles and desirable business practices which should be followed by consumers in the wise handling of their business affairs; and (3) an understanding and appreciation of career opportunities which are to be found in business occupations. This course may have other titles, such as Introduction to Business or Basic Business. The subject matter of this course has value for all pupils as members of the economic community. General Business, providing a higher level of subject matter, is frequently offered in postsecondary instructional programs in business.

03.24 00 00 00 Insurance and Risk--(For definition see 04.01 11 00 00 Insurance and 04.09 03 00 00 Principles of Insurance under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)

03.24 01 00 00 Principles of Insurance--(For definition see 04.09 03 00 00 Principles of Insurance under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)

03.24 02 00 00 Life Insurance--(For definition see 04.09 02 00 00 Life Insurance under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)

03.24 03 00 00 Property and Casualty Insurance--(For definition see 04.09 01 00 00 Casualty Insurance and 04.09 04 00 00 Property Insurance under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)

03.24 99 00 00 Other Insurance--Include here other organized subject matter emphasized in insurance which is not listed above or classified under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)

03.25 00 00 00 Investments--An organization of subject matter concerned with the study of sources of capital, various types of securities, methods of financing, principles of investing, policies of investing, and kinds of financial and investment institutions.

03.26 00 00 00 Business and Management Principles--The study of planning, organizing, and controlling a business, including both the organizational and human aspects, often with emphasis on various theories of management, the purpose of which is to develop in pupils the knowledge and understanding necessary for managing people and functions and making decisions. (See also specific subject matter categories in the subject matter areas of BUSINESS and DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)

03.26 01 00 00 Business Principles--An organization of subject matter designed to help pupils gain knowledge and understanding important to starting a small business or becoming a more productive employee. Frequently emphasized are considerations such as (1) organizing, financing, and managing a business, and (2) principles of purchasing, selling, merchandising, record keeping, granting credit, and collecting. (See also the categories 14.01 00 00 00 Accounting and Computing Occupations, 14.05 00 00 00 Materials Support Occupations: transporting, storing, and recording, and 14.08 00 00 00 Supervisory and Administrative Management Occupations under OFFICE OCCUPATIONS.)

03. BUSINESS (continued)

03.26 02 00 00	Business Organization and Management--An organization of subject matter concerned with a wide range of considerations in the field of managing businesses, including the organizational aspects, managerial problems, financing, labor, government regulations, layout, control of materials, cost control, production and marketing, buying and pricing, and related problems. (See also the category 14.08 00 00 00 Supervisory and Administrative Management Occupations under OFFICE OCCUPATIONS.)
03.26 03 00 00	Labor-Management Relations--The study of the history and development of the labor movement, including an analysis and interpretation of Federal and State legislation, union contracts, labor negotiation, conciliation, arbitration, and grievance procedures. (See also the categories 14.06 00 00 00 Personnel, Training, and and Related Occupations and 14.08 00 00 00 Supervisory and Administrative Management Occupations under OFFICE OCCUPATIONS.)
03.26 04 00 00	Merchandising Management--(For definition see 04.04 00 00 00 Marketing Management under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)
03.26 05 00 00	Office Management and Supervision--An organization of subject matter designed for a study of scientific principles of office procedures, records, and personnel. Emphases are placed on a wide range of considerations including organization of the office; layout, selection and use of equipment; psychological problems; planning, selection, and training of personnel; policies and procedures; management of accounting activities; work simplification; office manuals and reports; and data processing functions. (See also the category 14.08 00 00 00 Supervisory and Administrative Management Occupations under OFFICE OCCUPATIONS.)
03.26 06 00 00	Personnel Management--(For definition see 04.04 02 00 00 Personnel Management under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).) (See also the category 14.08 00 00 00 Supervisory and Administrative Management Occupations under OFFICE OCCUPATIONS.)

03. BUSINESS (continued)

03.26 07 00 00	Small Business Management--(For definition see 04.04 06 00 00 Small Business Management under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)
03.26 99 00 00	Other Business and Management Principles--Include here other organized subject matter emphasized in business and management principles which is not listed above or classified under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING) or OFFICE OCCUPATIONS. (Specify.)
03.27 00 00 00	Marketing--(For definition see 04.05 00 00 00 Marketing Research under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)
03.27 01 00 00	Principles of Marketing--(For definition see 04.08 13 00 00 Principles of Marketing under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)
03.27 02 00 00	Industrial Marketing--(For definition see 04.08 11 00 00 Industrial Marketing under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)
03.27 03 00 00	International Marketing--(For definition see 04.08 12 00 00 International Marketing under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)
03.27 99 00 00	Other Marketing--Include here other organized subject matter emphasized in marketing which is not listed above or classified under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).) (Specify.)
03.28 00 00 00	Office Practice--Learning experiences which are usually designed to include (1) a combination of knowledge and skills gained in other business education courses, and (2) increased emphases on solving business problems and simulated experiences of working in the various departments of a business, e.g., purchases, sales, and bookkeeping. (See also category 14.07 00 00 00 Stenographic, Secretarial, and Related Occupations under OFFICE OCCUPATIONS.)

03. BUSINESS (continued)

03.29 00 00 00	Personal Development and Human Relations--Learning experiences designed for improving self-management and enhancing social and job performance. Emphasis is on improving study and work habits, qualities of leadership, grooming and personal appearance, and the analysis of personality deficiencies and ways of overcoming them.
03.30 00 00 00	Personal Finance--Subject matter concerned with the study of everyday personal financial problems including such aspects as budgeting, borrowing, charge accounts, installment buying, insurance, savings, investments, pensions, social security, home ownership, banking, taxes, wills, and estates.
03.31 00 00 00	Real Estate--(For definition see 04.01 16 00 00 Real Estate under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)
03.31 01 00 00	Principles of Real Estate--(For definition see 04.09 13 00 00 Real Estate Principles under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)
03.31 02 00 00	Real Estate Appraisal--(For definition see 04.09 08 00 00 Real Estate Appraisal under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)
03.31 03 00 00	Real Estate Finance--(For definition see 04.09 09 00 00 Real Estate Finance under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)
03.31 04 00 00	Real Estate Law--(For definition see 04.09 10 00 00 Real Estate Law under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)
03.31 05 00 00	Real Estate Management--(For definition see 04.04 03 00 00 Real Estate Management under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)
03.31 06 00 00	Real Estate Sales--(For definition see 04.09 14 00 00 Real Estate Sales under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)

03. BUSINESS (continued)

03.31 99 00 00	Other Real Estate--Include here other organized subject matter emphasized in real estate which is not listed above or classified under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING). (Specify.)
03.32 00 00 00	Retailing--(For definition see 04.08 14 00 00 Retailing under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)
03.32 01 00 00	Merchandise Information (Product Information)--For definition see 04.09 07 00 00 Product Information under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)
03.32 02 00 00	Retail Display--(For definition see 04.02 09 00 00 Retail Display under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)
03.32 03 00 00	Retail Merchandising (Selling)--(For definition see 04.03 05 00 00 Retail Merchandising under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)
03.32 04 00 00	Retail Salemanship (Selling)--(For definition see 04.07 02 00 00 Retail Selling under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)
03.32 05 00 00	Retail Store Management--(For definition see 04.04 04 00 00 Retail Store Management under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)
03.32 99 00 00	Other Retailing--Include here other organized subject matter emphasized in retailing which is not listed above or classified under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING). (Specify.)
03.33 00 00 00	Salemanship Principles--Planned learning experiences which include a combination of courses and practical experiences concerned with the why, what, how, and when of salesmanhiip--techniques which will provide information concerning why man is motivated to make purchases. Selling provides opportunity

for people with appropriate traits, enthusiastic interests, and eagerness, to apply themselves. (See also 04.07 04 00 00 Salesmanship under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).)

03.33 99 00 00 Other Salesmanship--Include here other organized subject matter emphasized in salesmanship which is not classified in the major categories above or under DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING).

03.34 00 00 00 Shorthand, Stenographic, and Secretarial--The study of subject matter and the development of skills concerned with the substitution of symbols for letters, syllables, or words normally written in longhand as a means of achieving rapidity in writing. It also involves the related activities usually associated with transcribing the notes back into the common language through the use of typewriters, and includes the concomitant clerical activities. (See also 14.07 00 00 00 Stenographic, Secretarial, and Related Occupations under OFFICE OCCUPATIONS.)

03.34 01 00 00 Machine Shorthand--Learning activities which are designed to provide opportunities for pupils to develop skills in recording dictation through the use of a machine, as contrasted with recording dictation with a pen or pencil. Frequently, high-speed recording is emphasized. See also the category 14.07 00 00 00 Stenographic, Secretarial, and Related Occupations under OFFICE OCCUPATIONS.)

03.34 02 00 00 Personal Use Shorthand--Learning activities which are designed to provide opportunities for pupils to study a highly simplified alphabetic or symbol system of shorthand for personal use and to develop skill, through practice, in using it. In addition, instruction usually includes emphasis on taking notes, e.g., when working with printed materials, or listening to lectures, or when participating in discussions or meetings.

03.34 03 00 00 Shorthand Theory, First Course--Study and practice activities concerned with the basic theory of shorthand, including the shorthand alphabet, brief forms, phrasing principles and abbreviating principles, and the development of fluency in writing shorthand outlines. Generally, skills-development objectives include a dictation speed of 60-80 words per minute, and pretranscription techniques such as punctuation, spelling, and word usage are emphasized. (See also the category 14.07 00 00 00 Stenographic, Secretarial, and Related Occupations, under OFFICE OCCUPATIONS.)

03.34 04 00 00	Shorthand Theory, Second Course--Study and practice activities concerned with the refinement of basic shorthand principles and the extension of the shorthand vocabulary. The course is usually offered during the second half of the first year and provides emphasis on (1) building skill in taking dictation with a speed objective of 80-100 words per minute writing on new and practiced materials, and (2) the introduction of transcription on the typewriter. (See also the category 14.07 00 00 00 Stenographic, Secretarial, and Related Occupations under OFFICE OCCUPATIONS.)
03.34 05 00 00	Shorthand Dictation--Study and practice activities--sometimes called Advanced Shorthand--which usually follow the elementary principles course but which may be introduced in Shorthand, First Course. The purpose of the course is to develop shorthand vocabulary; develop speed, accuracy, and shortcuts in taking dictation; and to develop sustained dictation with ordinary corrections and interruptions simulating office conditions. (See also the category 14.07 00 00 00 Stenographic, Secretarial, and Related Occupations under OFFICE OCCUPATIONS.)
03.34 06 00 00	Shorthand Speed Building--Study and practice activities designed to develop (1) a high level of dictation skill--up to 140 words per minute, and (2) an expert level of transcription skill--up to 50 words per minute. Special dictation involving technical vocabularies such as those of medicine, law, engineering, and science is sometimes included in the course. (See also the category 14.07 00 00 00 Stenographic, Secretarial, and Related Occupations under OFFICE OCCUPATIONS.)

03. BUSINESS (continued)

03.34 07 00 00	Shorthand Transcription--Learning activities which provide for combining the skills of taking dictation on new material and transcribing it rapidly and accurately at the typewriter in mailable form. Considerations are given to special transcription problems such as language structure and style, letter form, transcription shortcuts, vocabulary, punctuation, and general duties of office practice. (See also the category 14.07 00 00 00 Stenographic, Secretarial, and Related Occupations under OFFICE OCCUPATIONS.)
03.34 08 00 00	Machine Transcription--Study and practice activities concerned with transcribing letters, reports, or other recorded data, using a transcribing (voice reproducing) machine and a typewriter. (See also the category 14.07 00 00 00 Stenographic, Secretarial, and Related Occupations under OFFICE OCCUPATIONS.)
03.34 09 00 00	Secretarial Practice--Learning activities which include a combination of subject matter and skills development activities designed primarily for pupils who are interested in stenographic or secretarial work. Emphasis is on a variety of knowledge and skills, e.g., refining and improving dictation and transcription skills in an office setting, uses of business machines, personal etiquette and grooming, writing letters and reports for the executive, planning travel itineraries, filing and records management, advanced typewriting, and office hostessing. (See also the category 14.07 00 00 00 Stenographic, Secretarial, and Related Occupations under OFFICE OCCUPATIONS.)
03.34 10 00 00	Specialized Shorthand Terminology and Transcription (Scientific/technical, medical, legal, other)--A course designed to acquaint the pupil with the specialized terminology (legal, medical, scientific/technical, or other) and special shorthand forms of the selected field through the use of shorthand dictation exercises. The presentation includes transcription practice activities combining the specialized shorthand outlines, spelling, pronunciation, and definitions of the most-used specialized terms, with practical application at the typewriter. (See also the category 14.07 00 00 00 Stenographic, Secretarial, and Related Occupations under OFFICE OCCUPATIONS.)

03. BUSINESS (continued)

03.34 10 01 00	Legal
03.34 10 02 00	Medical
03.34 10 03 00	Scientific/Technical
03.34 10 99 00	Other Specialized Shorthand Terminology and Transcription (legal, medical, scientific/technical, other--Include here other organized subject matter and activities emphasized in specialized shorthand terminology and transcription which are not classified above. (Specify.)
03.34 11 00 00	Specialized Secretarial Practice (legal, medical, scientific/technical)--A combination of subject matter and skills-development activities in the specialized fields of secretarial practice. Emphasis is on the secretarial duties and procedures peculiar to the field, and on refining and improving dictation and transcription skills in the setting of the legal office, the medical office or hospital, or the scientific or technical office or laboratory. (See also the category 14.07 00 00 00 Stenographic, Secretarial, and Related Occupations under OFFICE OCCUPATIONS.)
03.34 11 01 00	Legal
03.34 11 02 00	Medical
03.34 11 03 00	Scientific/Technical
03.34 11 99 00	Other Specialized Secretarial Practice (legal, medical, scientific/technical--Include here other organized subject matter and activities emphasized in specialized secretarial practice which are not listed above. (Specify.)
03.34 99 00 00	Other Shorthand, Stenographic, and Secretarial--Include here other organized subject matter and activities emphasized in shorthand, stenographic, and secretarial which are not listed or classifiable in the above categories. (Specify.)

03.35 00 00 00	Typewriting--The subject matter and learning activities concerned with (1) typewriters and their manipulative parts, and (2) the development of skills in operating typewriters. (See also the category 14.09 00 00 00 Typing and Related Occupations under OFFICE OCCUPATIONS.)
03.35 01 00 00	Personal Typewriting--A combination of subject matter and practice experiences to provide opportunities for pupils to develop knowledge about and skills in typewriting, primarily for personal use. Emphasis is on the attainment of limited skills in typewriting using straight copy, and on composition of original material at the typewriter such as personal correspondence, themes, outlines, and reports.
03.35 02 00 00	Production Typewriting--Planned learning experiences which are concerned with the improvement of basic typewriting techniques and the application of skills to the development of a high degree of speed and accuracy in producing typed materials on an office production basis including letters, envelops, cards, labels, manuscripts, and other simulated office jobs. (See also 14.09 03 00 00 Typists under OFFICE OCCUPATIONS.)
03.35 03 00 00	Typewriting, First Course--Subject matter and practice experiences which are designed to assist the pupil in developing the touch system in typewriting, mastery of the keyboard, and reasonable proficiency in typewriting from straight copy. Emphasis is also on the correct operation of the manipulative parts of the typewriter, techniques in making corrections, how to prepare simple tabular matter, following instructions and solving problems on the typewriter, and skill in using grammar, punctuation, and spelling. In practice, attention is given to such aspects of typing as manuscripts, business letters, tables, and documents. Usually, the speed goal ranges from 35-50 words per minute. (See also 14.09 03 00 00 Typists under OFFICE OCCUPATIONS.)
03.35 04 00 00	Typewriting, Second Course--The learning experiences in this course are concerned with the further development of the skills emphasized in Typewriting, First Course,

with concentration being on speed and accuracy and production typewriting on a sustained basis. Some attention is given to composition at the machine. In practice, the speed goal ranges from 60-75 words per minute. (See also 14.09 03 00 00 Typists under OFFICE OCCUPATIONS.)

03.35 99 00 00	Other Typewriting--Include here other subject matter and experiences emphasized in typewriting which are not listed above. (Specify.)
03.99 00 00 00	Other Business--Include here other organized subject matter and activities which are not listed or classifiable in one of the above categories. (Specify.)

TENTATIVE
Work Material

DISTRIBUTIVE EDUCATION
(DISTRIBUTION and MARKETING)

04.00 00 00 00

Distributive education (distribution and marketing) includes various combinations of subject matter and learning experiences related to the performance of activities that direct the flow of goods and services, including their appropriate utilization, from the producer to the consumer or user. These activities include buying, selling, transportation, storage, marketing research and communications, marketing finance, and risk management.

Distributive education is a program of occupational instruction in the field of distribution and marketing. It is designed to prepare individuals to enter, to progress, or to improve competencies in distributive occupations. Emphasis is on the development of attitudes, skills, and understanding related to marketing, merchandising, and management. Instruction is offered at the secondary, postsecondary, and adult education levels. Distributive occupations are found in such businesses as retail and wholesale trade; finance, insurance and real estate; services and service trades; manufacturing; transportation and utilities; and communications.

04.01 00 00 00 Instructional Programs--Included under this heading are programs of studies designed to prepare individuals for occupations followed by proprietors, managers, or employees performing one or more distributive functions related to goods or services. Instruction is concerned with categories of career objectives which identify a range of tasks--from the simple to the complex--in the distributive occupations.

04.01 01 00 00 Advertising Services--Organized subject matter and learning experiences related to the tasks performed by distributive employees and management in demand creation, planning, placement, and evaluation of sales promotion activities utilizing merchandising aids and mass media.

04.01 02 00 00 Apparel and Accessories--Organized subject matter and learning experiences related to the variety of sales, fashion, and sales-supporting tasks performed by employees and management in establishments primarily engaged in selling clothing of all kinds and related articles for personal wear and adornment.

04. DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING) (continued)

04.01 02 01 00	Retail--Oriented to apparel and accessories.
04.01 02 02 00	Wholesale--Oriented to apparel and accessories.
04.01 03 00 00	Automotive and Petroleum--Organized subject matter and learning experiences related to the variety of sales and sales-supporting tasks performed by employees and management in retail or wholesale establishments engaged in the distribution of cars and trucks, automotive parts, accessories and equipment, or gasoline and petroleum products.
04.01 03 01 00	Retail--Oriented to automotive and petroleum.
04.01 03 02 00	Wholesale--Oriented to automotive and petroleum.
04.01 04 00 00	Finance and Credit--Organized subject matter and learning experiences related to the tasks performed by distributive employees and management of institutions engaged in deposit banking or closely related functions such as extending credit in the form of loans, services allied with the exchange of securities and commodities, or consumer credit and collections.
04.01 05 00 00	Food Distribution--Organized subject matter and learning experiences related to the variety of sales and sales-supporting tasks performed by employees and management in establishments primarily engaged in selling food for home preparation and consumption, or selling a general or commodity line of food products at wholesale.
04.01 05 01 00	Retail--Oriented to food distribution.
04.01 05 02 00	Wholesale--Oriented to food distribution.

04. DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING) (continued)

04.01 06 00 00	Food Services--Organized subject matter and learning experiences related to the sales and merchandising tasks performed by employees and management in establishments serving prepared foods and drinks for consumption on their own premises or at a place designated by the customer.
04.01 07 00 00	General Merchandise--Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by retail employees and management engaged primarily in selling various types of merchandise in department stores, junior department stores, mail-order houses, variety stores, general merchandise stores, discount stores, direct selling organizations or merchandise vending units.
04.01 08 00 00	Hardware, Building Materials, Farm and Garden Supplies and Equipment--Organized subject matter and learning experiences related to various sales and sales-supporting tasks performed by distributive employees and management in establishments engaged primarily in selling the basic lines of hardware, lumber, building materials, supplies and equipment for home construction, and farm and garden supplies and equipment at retail, at wholesale, or to contractors.
04.01 08 01 00	Retail--Oriented to hardware, building materials, farm and garden supplies, and equipment.
04.01 08 02 00	Wholesale--Oriented to hardware, building materials, farm and garden supplies, and equipment.
04.01 09 00 00	Home Furnishings--Organized subject matter and learning experiences related to various sales and sales-supporting tasks performed by employees and management in establishments engaged primarily in selling merchandise used in furnishing the home such as furniture, household appliances, floor coverings, draperies, and specialized lines of home furnishings.

04. DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING) (continued)

04.01 10 00 00	Hotel and Lodging--Organized subject matter and learning experiences related to the tasks performed by distributive personnel and management in establishments providing lodging, lodging and meals, or other tourist services on a year-round or seasonal basis to the general public or to an organization's membership.
04.01 11 00 00	Insurance--Organized subject matter and learning experiences related to the tasks performed by sales and management personnel for insurance carriers of all types, or by agents representing carriers and brokers dealing in the sale or placement of insurance contracts with carriers. (Comprises portion of definition of 03.24 00 00 00 Insurance and Risk under BUSINESS.)
04.01 12 00 00	International Trade--Organized subject matter and learning experiences related to the tasks performed by distributive employees and management in export sales, trade controls, foreign operations and attitudes, monetary problems, and other elements in international marketing.
04.01 13 00 00	Management (General)--Organized subject matter and learning experiences related to the tasks performed by owners, proprietors, and managers in organizing and operating a business enterprise, usually a retail or service trade firm, a wholesale firm, or an unincorporated business.
04.01 14 00 00	Marketing (General)--Organized subject matter and learning experiences related to the tasks performed by employees and management responsible for demand creation and a constant flow of goods and services to consumers and users at the rate of production.
04.01 15 00 00	Mid-management--Organized subject matter and learning experiences related to the tasks performed by personnel who serve primarily in a liaison capacity between employees and management and have responsibility for the supervision of products and/or people.

04. DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING) (continued)

04.01 16 00 00	Real Estate--Organized subject matter and learning experiences related to the sales, appraisal, and management tasks performed by real estate operators and owners and lessors of real property, as well as buyers, sellers, developers, agents, and brokers. (Included as 03.31 00 00 00 Real Estate under BUSINESS.)
04.01 17 00 00	Retail Trade (General)--Organized subject matter and learning experiences--not listed or classifiable in other major categories--related to the sales and sales-supporting tasks performed by employees and management of establishments engaged in selling merchandise purchased for resale to customers for personal, household, or farm use.
04.01 18 00 00	Transportation--Organized subject matter and learning experiences related to the physical distribution and the sales, storage, and management tasks performed in enterprises engaging in passenger and freight transportation, public warehousing, and services incidental to transportation.
04.01 19 00 00	Wholesale Trade (General)--Organized subject matter and learning experiences--not listed or classifiable in other major categories--related to the sales and sales-supporting tasks performed by employees and management of places of business engaged primarily in (1) selling goods to retailers, to industrial, commercial, institutional, or professional users, or (2) bringing buyer and seller together.
04.01 99 00 00	Other Instructional Programs--Include here other organized instructional programs and learning experiences, emphasized in marketing functions performed by employees and/or managers of establishments engaged in selling products or providing services to individuals and business establishments, which are not listed above in this category. (Specify.)

Subject Matter Content--(not coded) The content of instruction in distributive education (distribution and marketing) identified by the following items which provide information about subject matter.

04. DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING) (continued)

04.02 00 00 00	Advertising and Sales Promotion--The study and development of skills concerned with the principles and theory of advertising as a mass marketing and communications tool, and the coordination of external and internal activities of a promotional nature. Different aspects of advertising and sales promotion are treated under various descriptive titles, such as Advertising Campaigns, Advertising Copywriting, Advertising Layout, Advertising Media, Advertising Principles, Advertising Production, Direct Mail Advertising, Retail Advertising, Retail Display, Retail Sales Promotion, Showcard Techniques, and other advertising. (Included as 03.02 00 00 00 Advertising and Sales Promotion under BUSINESS.)
04.02 01 00 00	Advertising Campaigns--Planned learning experiences which emphasize the coordination of sales policies, advertising appropriations, media selection, and marketing outlets for the purpose of developing demand for a product or a service. In practice, pupils often analyze and evaluate campaign procedures and plan one or more campaigns in relation to different promotional objectives. (Comprises portion of definition of 03.02 03 00 00 Advertising Media and Campaigns under BUSINESS.)
04.02 02 00 00	Advertising Copywriting--Planned learning experiences which emphasize the techniques used in creating effective advertising copy for various types of media. Application is frequently made to cases in national, retail, trade, mail order, industrial, and professional advertising. (Included as 03.02 02 00 00 Advertising Copywriting under BUSINESS.)
04.02 03 00 00	Advertising Layout--Planned learning experiences which emphasize the principles, elements, techniques, and rules involved in creating an effective advertising layout. In practice, pupils usually plan and prepare layouts for various types of media.
04.02 04 00 00	Advertising Media--The study of all types of advertising media and the bases for their selection. The characteristics, advantages, and limitations of various media are analyzed, such as periodical media, mass media, television and radio, and direct-mail media. (Comprises portion of definition of 03.02 03 00 00 Advertising Media and Campaigns under BUSINESS.)

04. DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING) (continued)

04.02 05 00 00	Advertising Principles--The study of the economic, sociological, and psychological aspects of advertising. Usually, this is a survey of paid forms of nonpersonal presentations of facts about goods, services, or ideas directed toward groups of people. Emphasis is on understanding media, the role of advertising in the marketing structure, and the different institutions involved in the creation of advertising. (Included as 03.02 01 00 00 Advertising Principles under BUSINESS.)
04.02 06 00 00	Advertising Production--The study of the production methods used to get a layout into print. Usually included for study are type and printing, engraving and plates, and specific applications to advertising materials.
04.02 07 00 00	Direct-Mail Advertising--Organized learning activities which emphasize those forms of direct advertising that are sent through the mails. Usually included for study are the types and uses of direct mail, the development of mailing lists, requirements for successful direct-mail advertising, and practice in creating appropriate direct-mail material for a variety of prospective buyers. (Included as 03.02 04 00 00 Direct Mail Advertising under BUSINESS.)
04.02 08 00 00	Retail Advertising--A study of advertising as applied to the retail field. Emphasis frequently is given to newspaper advertising, the use of advertising at the point of sale, local resources, and direct media.
04.02 09 00 00	Retail Display--A study of the principles and methods of artistic merchandise display. Learning experiences usually involve the techniques of installing window and interior displays, display tools, equipment and mannequins, and practice in constructing different types of displays. (Included as 03.32 02 00 00 Retail Display under BUSINESS.)
04.02 10 00 00	Retail Sales Promotion--A study of modern sales promotion practices used by different types of retail stores. Emphasis frequently is on the coordination of advertising,

display, special events, and personal selling; the development and implementation of sales promotion plans; and special techniques in relation to hard and soft lines of goods.

04.02 11 00 00 Showcard Techniques--The study and practice of showcard writing. Learning experiences usually include lettering, spacing, banner-making, showcard copy, and construction.

04.02 99 00 00 Other Advertising and Sales Promotion--Include here other organized subject matter and activities emphasized in advertising and sales promotion which are not listed above in this category. Specify.)

04.03 00 00 00 Buying--Organized learning experiences which are concerned with planning, obtaining, and controlling inventories of manufactured goods or raw materials for resale or processing. Different aspects of the buying function are treated under a variety of descriptive titles such as Fashion Merchandising, Fashion Trends, Merchandise Mathematics, Retail Buying, Retail Merchandising and other buying.

04.03 01 00 00 Fashion Merchandising--The study of the major considerations involved in the buying and merchandising of fashion products. The subject matter usually includes principles of selection, the buyer's operation in the market, consumer buying patterns, and planning for profitable results.

04.03 02 00 00 Fashion Trends--The study of the fashion movement and factors which are significant in the analysis of potential trends. In practice, pupils usually (1) survey the sources of fashion ideas, analyze the influence of fashion on apparel, home furnishings, and other products, and (2) study the principles and specialized fashion techniques utilized by fashion directors and coordinators in wholesale and retail organizations.

04.03 03 00 00 Merchandise Mathematics--The study of the principles and mathematical processes applied to daily merchandising problems. The subject matter usually includes problems

04. DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING) (continued)

in computing markups and markdowns, stock-sales ratios, invoice terms and dating, merchandise budgeting and interpretation of merchandising figures, and methods of inventory control.

04.03 04 00 00 Retail Buying--The study of the principles and procedures related to the buyer's job. The subject matter usually includes management problems of the store buyer, the organization for buying, resources, model stocks, buying plans, the techniques of buying, brand policies, and foreign buying.

04.03 05 00 00 Retail Merchandising--The study of the merchandising function and its relationship to buying, personal selling, sales promotion, store operations, and management. In practice, emphasis is frequently on sales and profit analysis, planning and expense control, techniques of merchandise adjustment to current conditions, and marketing strategy. (Included as 03.32 03 00 00 Retail Merchandising under BUSINESS.)

04.03 99 00 00 Other Buying--Include here other organized subject matter and activities emphasized in buying which are not listed above in this category. (Specify.)

04.04 00 00 00 Marketing Management--Planned learning experiences which are designed for the systematic study of the management function and management decisions in relation to marketing policies, organization, personnel, and financing. Different aspects of management are treated under a variety of descriptive titles, such as Mid-management, Personnel Management, Real Estate Management, Retail Store Management, Sales Management, Small Business Management, and other marketing management. (Included as 03.26 04 00 00 Merchandising Management under BUSINESS.)

04.04 01 00 00 Mid-management--The study and analysis of the management responsibilities of junior executives and supervisory personnel. Learning experiences frequently include directed occupational training and emphasize employee-management relations, administration of company policies, interpretation of records, profit controls, and product movement.

04. DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING) (continued)

04.04 02 00 00	Personnel Management--A study of methods and policies applicable to personnel work in distributive businesses. Emphasis is frequently on employment practices, job evaluation, ratings, labor relations, and employee development. (Included as 03.26 06 00 00 Personnel Management under BUSINESS.)
04.04 03 00 00	Real Estate Management--The study of the fundamentals of property management. The subject matter usually includes the economics of real estate, managing income properties, methods of promotion, professional standards, and the functions and qualifications of the property manager. (Included as 03.31 05 00 00 Real Estate Management under BUSINESS.)
04.04 04 00 00	Retail Store Management--A study of the principal functions, departmental activities, and policies of retail stores. Frequently emphasis is on store organization and operations, including sales-supporting activities, expenses, location and layout, purchasing, and maintenance. (Included as 03.32 05 00 00 Retail Store Management under BUSINESS.)
04.04 05 00 00	Sales Management--(For definition see 04.07 03 00 00 Sales Management.)
04.04 06 00 00	Small Business Management--A study of management functions, policies, and the practical experiences of managers of small business concerns. Emphasis frequently is on the nature of the managerial job, characteristics and special problems of the small businessman, and establishing and operating a small business successfully. (Included as 03.26 07 00 00 Small Business Management under BUSINESS.)
04.04 99 00 00	Other Marketing Management--Include here other organized subject matter and activities emphasized in marketing management which are not listed above in this category. (Specify.)

04. DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING) (continued)

04.05 00 00 00 Marketing Research--Planned learning experiences which are designed for the systematic study of the institutions and channels for the marketing of goods and services, including the market environment and interpretation of data from consumer, business, and government sources. Different aspects of marketing are treated under a variety of descriptive titles, such as Market Analysis, Marketing Trends, and other marketing research. (Included as 03.27 00 00 00 Marketing under BUSINESS.)

04.05 01 00 00 Market Analysis--Planned learning experiences which are concerned with the channels of distribution and decision-making regarding marketing expenditures. Subject matter generally includes the comparative advantages of different marketing channels, using an analytical approach to discovering opportunities for business to increase volume, reduce costs, and increase profits.

04.05 02 00 00 Marketing Trends--The study and analysis of trade and business literature and research findings about marketing procedures and management. Application usually is made to all types of marketing situations by means of case analysis, special studies, the preparation of reports, field observations, and product investigations.

04.05 99 00 00 Other Marketing Research--Include here other organized subject matter and activities emphasized in marketing research which are not listed above in this category. (Specify.)

04.06 00 00 00 Operations--Organized learning experiences which are concerned with the operating and service activities which support directly the selling and buying functions. Different aspects of operations are treated under a variety of descriptive titles, such as Credit and Collections, Purchasing, Transportation, and other operations.

04.06 01 00 00 Credit and Collections--The study of credit and its economic significance and relation to sales and profit objectives. Subject matter often includes retail and mercantile credit factors affecting credit policies,

	the investigation and extension of credit, types of credit instruments, records and credit analysis, collection systems and procedures, and legal remedies. (Included as 03.16 00 00 00 Credit and Collections under BUSINESS.)
04.06 02 00 00	Purchasing--The study of the practices and problems which confront the purchasing agent. Subject matter often includes the sources of supply, market information, material specification, control inventories, and the purchase budget.
04.06 03 00 00	Transportation--The study of practices and relationships in the physical distribution of merchandise. Subject matter often includes principles of traffic management; characteristics of air, motor, rail, and water transportation; pick-up and delivery; consolidation; and finance.
04.06 99 00 00	Other Operations--Include here other organized subject matter and activities emphasized in operations which are not listed above in this category. (Specify.)
04.07 00 00 00	Selling--Planned learning experiences which are concerned with consumer analysis, communicating facts, influencing buying decisions, and providing services that help customers buy. Different aspects of selling are treated under a variety of descriptive titles such as Direct Sales, Retail Selling, Sales Management, Salesmanship, and other selling.
04.07 01 00 00	Direct [redacted]The study and analysis of opportunities, activities in, and requirements for outside selling. In practice, emphasis frequently is on planning and delivering sales presentations, management of time, prospecting, company and product competition, practical demonstrations, and field experiences.
04.07 02 00 00	Retail Selling--A study of the fundamentals of successful retail store selling. Learning experiences frequently include the analysis of consumer psychology, steps in

	the sales process, and the development of selling skills and techniques by means of sales demonstrations, role playing, and occupational experience. (Included as 03.32 04 00 00 Retail Salesmanship (Selling) under BUSINESS.)
04.07 03 00 00	Sales Management--The study of the operation of a sales organization involved in the outside selling of goods and/or services. The subject matter usually includes sales forecasting, hiring, evaluating, and supervising the sales force; managing territories and routes; and correlating the sales activities with those of production and other departments of the business enterprise.
04.07 04 00 00	Salesmanship--Planned learning experiences which emphasize the psychological and economic impact of selling and the fundamentals of sales ability. Emphasis frequently is on practices in wholesale, retail, and specialty salesmanship; buying motives; creating product acceptance; building goodwill; and the application of new techniques to tangible and intangible sales. (Included as 03.33 00 00 00 Salesmanship Principles under BUSINESS.)
04.07 99 00 00	Other Selling--Include here other organized subject matter and activities emphasized in selling which are not listed above in this category. (Specify.)
04.08 00 00 00	Composite Subject Matter--Organized subject matter and learning experiences which are concerned with the general marketing functions applicable to the business enterprise when establishments are grouped according to the broad classification of their economic activities. Different aspects of composite subject matter are treated under a variety of descriptive titles, such as Agricultural Marketing, Distribution I, Distribution I (Cooperative), Distribution I (Project), Distribution II, Distribution II (Cooperative), Distribution II (Project), Distribution III, Distribution III (Cooperative), Distribution III (Project), Industrial Marketing, International Marketing, Principles of Marketing, Retailing, Retail Trends, Wholesaling, and other composite subject matter.

04. DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING) (continued)

04.08 01 00 00	Agricultural Marketing--Planned learning experiences which emphasize the principles and methods of marketing farm products. Usually, application is made to systems and agencies operating at both country and central markets, product grades, public regulations, pricing, and market analysis.
04.08 02 00 00	Distribution I--Organized learning experiences which are concerned with the competencies needed by those in basic entry jobs in distribution. The subject matter usually includes a survey of the marketing functions operating in a business enterprise, basic information and skills related to a product line or type of distributive service, and stresses the application of tool subjects, personal employability, and economic understandings. (Distribution I (Cooperative) or Distribution I (Project) may be scheduled as an extension of Distribution I.)
04.08 03 00 00	Distribution I (Cooperative)--The extension of classroom instruction into regularly scheduled paid employment in distributive occupations appropriate to each pupil's vocational objective. Usually, the school refers pupils to training stations for an average of 15 hours per week throughout the year, arranges for on-the-job training and supervision, and grants credit for successful application of classroom instruction in the training situation.
04.08 04 00 00	Distribution I (Project)--The extension of classroom instruction into regularly scheduled laboratory training in which each pupil practices in and with conditions of employment appropriate to his vocational objective. Usually, the instructor assigns individualized projects through which desired occupational competencies may be achieved, coordinates participation activities with requirements of representative businesses, arranges for some on-the-job training, and approves credit for successful performance in the school and business laboratory environments.
04.08 05 00 00	Distribution II--Organized learning experiences which precede Distribution III and which are concerned with the competencies needed by those in career development jobs

04. DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING) (continued)

in distribution. The subject matter usually stresses the marketing functions operating in a business enterprise, knowledge and techniques related to product lines, and includes human relations, judgment skills, problems in the tool subjects, and the role of distribution in the economy. (Distribution II (Cooperative) or Distribution II (Project) frequently is scheduled as an extension of Distribution II.)

04.08 06 00 00 Distribution II (Cooperative)--Oriented to Distribution II. (For definition see 04.08 03 00 00 Distribution I (Cooperative).)

04.08 07 00 00 Distribution II (Project)--Oriented to Distribution II. (For definition see 04.08 04 00 00 Distribution I (Project).)

04.08 08 00 00 Distribution III--Organized learning experiences which typically follow Distribution II and provide for more extensive treatment of the activities carried on in Distribution II. Usually, the subject matter is approached from the point of view of the employee in relation to management activities and merchandising problems. Continued emphasis is given to the effective use of tool skills and the social and economic responsibilities of those engaged in distribution. (Distribution III (Cooperative) or Distribution III (Project) frequently is scheduled as an extension of Distribution III.)

04.08 09 00 00 Distribution III (Cooperative)--Oriented to Distribution III. (For definition see 04.08 03 00 00 Distribution I Cooperative).)

04.08 10 00 00 Distribution III (Project)--Oriented to Distribution III. (For definition see 04.08 04 00 00 Distribution I (Project).)

04.08 11 00 00 Industrial Marketing--The study and analysis of the marketing structure for industrial products. Emphasis frequently is on product policies and lines, distribution

04. DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING) (continued)

	channels, sales programs, and warehousing problems. (Included as 03.27 02 00 00 Industrial Marketing under BUSINESS.)
04.08 12 00 00	International Marketing--The study of the principles and practices of international trade. Learning experiences usually emphasize import-export procedures, distribution and financing practices in foreign markets, and the need and opportunities in international trade. (Included as 03.27 03 00 00 International Marketing under BUSINESS.)
04.08 13 00 00	Principles of Marketing--Planned learning experiences which are concerned with the problems met in the process of moving goods from the producer to the consumer. The subject matter usually is approached from the viewpoint of employees and managers whose jobs require understandings and skills in the distribution of products and services. (Included as 03.27 01 00 00 Principles of Marketing under BUSINESS.)
04.08 14 00 00	Retailing--Organized learning activities which emphasize the opportunities in and the development and present status of the retailing structure. Usually, an analysis is made of the major store functions, procedures followed in retailing, and opportunities and requirements for career development. (Included as 03.32 00 00 00 Retailing under BUSINESS.)
04.08 15 00 00	Retail Trends--A study of the changing retail environment and technological developments affecting retailing. In practice, pupils usually analyze current problems, review trade literature, examine research findings, and interpret business practices as related to management decision-making.
04.08 16 00 00	Wholesaling--The study of the problems, organization, and practices of wholesale establishments. Subject matter often includes wholesale merchandising and emphasizes the nature and structure of wholesaling, the distributing function, the warehousing function, sales analyses, stock control, and costs.

04.08 99 00 00 Other Composite Subject Matter--Include here other organized subject matter and learning activities emphasized in composite subject matter which are not listed above in this category. (Specify.)

04.09 00 00 00 Specialty Subject Matter--Planned learning experiences which are designed for the systematic study of the characteristics of products or services upon which distributive occupational objectives are based. Specific application of the technology is organized and treated under a variety of descriptive titles such as Casualty Insurance, Life Insurance, Principles of Insurance, Property Insurance, Nontextiles, Textiles, Product Information, Real Estate Appraisal, Real Estate Finance, Real Estate Law, Real Estate Management, Real Estate Practices, Real Estate Principles, Real Estate Sales, and other specialty subject matter.

04.09 01 00 00 Casualty Insurance--The study of the fundamentals of casualty insurance. Subject matter usually emphasizes selling skills in the fields of automobile, liability, and theft insurance; the nature of contracts, benefits, and premiums; and controls and bonding. (Comprises portion of definition of 03.24 03 00 00 Property and Casualty Insurance under BUSINESS.)

04.09 02 00 00 Life Insurance--The study of the fundamentals of life insurance. Subject matter usually emphasizes the role of the salesman in analyzing the nature of personal risks or life contingency risks of businesses, types and functions of contracts, premium costs, proceeds, and insurance company operation. (Included as 03.24 02 00 00 Life Insurance under BUSINESS.)

04.09 03 00 00 Principles of Insurance--The study of the foundations of the standard forms of insurance and the functions of those following an insurance career. Subject matter usually emphasizes the practices and major coverages involved in life, fire, casualty, automobile, and property insurance; the nature of risk; the social and economic services of insurance; and insurance as a vocation. (Included as 03.24 01 00 00 Principles of Insurance under BUSINESS.)

04. DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING) (continued)

04.09 04 00 00	Property Insurance--The study of the fundamentals of property insurance. Subject matter usually includes the principles and practices involved in fire insurance and extended coverage, and marine insurance. Instruction emphasizes sales and management opportunities and problems and procedures in agency or home office work. (Comprises portion of definition of 03.24 03 00 00 Property and Casualty Insurance under BUSINESS.)
04.09 05 00 00	Nontextiles--The study of consumer products other than fabrics or soft-line merchandise. The subject matter usually includes materials used, their contruction and care, and government regulations. Emphasis is on the values to consumers of different types and qualities of merchandise.
04.09 06 00 00	Textiles--The study of fabrics and soft-line merchandise which are generally classified as apparel, domestics, or home furnishings. The subject matter usually includes the properties of natural and man-made fibers, fabric contruction and finishes, appropriate utilization, values to the consumer, and marketing techniques.
04.09 07 00 00	Product Information--The study of the characteristics of specific products or services transferred during the marketing process. The subject matter usually includes the techniques of handling specific products; performing personal or business services; the identification of values to customers; regulations and controls; and sources of product information used by consumers and the trade. (Included as 03.32 01 00 00 Merchandise Information (Product Information) under BUSINESS.)
04.09 08 00 00	Real Estate Appraisal--Planned learning experiences which emphasize the factors affecting the value of farm, residential, commercial, and industrial real estate. In practice, pupils usually develop appraisal proficiency by means of field work on property and making application of appraisal techniques, including the preparation of the appraisal report. (Included as 03.31 02 00 00 Real Estate Appraisal under BUSINESS.)

04. DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING) (continued)

04.09 09 00 00	Real Estate Finance--The study of the sources and availability of funds, and the procedures for financing real estate. The subject matter usually includes financial analyses of real properties, types of lenders, management servicing, and repayment of loans, government aids, regulations, and trends. (Included as 03.31 03 00 00 Real Estate Finance under BUSINESS.)
04.09 10 00 00	Real Estate Law--The study of the legal aspects of property and property rights. The subject matter usually includes legal practices as they apply to real estate ownership, operations, instruments, and various phases of the real estate business. (Included as 03.31 04 00 00 Real Estate Law under BUSINESS.)
04.09 11 00 00	Real Estate Management--(For definition see 04.04 03 00 00 Real Estate Management.)
04.09 12 00 00	Real Estate Practices--Planned learning experiences which emphasize the techniques of operating a real estate business and the actual procedures involved in the daily activities of brokers and salesmen. In practice, pupils usually develop skills needed in selling, prospecting, listing, making financial arrangements, effective advertising, and ethical relationships.
04.09 13 00 00	Real Estate Principles--The study of the economic factors affecting real estate, regulations, practices, and professional ethics of the real estate business. Usually, this includes a survey of problems involved in the acquisition, ownership, use, and disposition of real estate interests. (Included as 03.31 01 00 00 Principles of Real Estate under BUSINESS.)
04.09 14 00 00	Real Estate Sales--The study of the fundamentals of real estate transactions. The subject matter usually includes analyzing residential and income properties, listing and showing property, prospecting and qualifying prospects, trades, modernization, regulations, and practices governing the sale or purchase of real property. (Included as 03.31 06 00 00 Real Estate Sales under BUSINESS.)

04. DISTRIBUTIVE EDUCATION (DISTRIBUTION and MARKETING) (continued)

04.09 99 00 00	Other Specialty Subject Matter--Include here other organized subject matter and activities emphasized in specialty subject matter which are not listed above in this category. (Specify.)
04.10 00 00 00	Allied Subject Matter--Organized learning experiences which are concerned with the development of skills and the acquisition of information and their application to marketing activities in communications, personal effectiveness, calculations, business relationships, and practical economics. Different aspects of allied subject matter are treated under a variety of descriptive titles such as Accounting, Business-Government Relationships, Business Law, Communications for Distribution, Economics of Consumption, Economics of Marketing, Effective Store Speech, Employee Supervision, Employee Training, Evaluation Techniques, Expense Control, Human Relations, Mathematics of Distribution, Report Writing, and other allied subject matter.
04.10 01 00 00	Accounting--(For definition see 03.01 00 00 00 Accounting under BUSINESS.)
04.10 02 00 00	Business-Government Relationships--The study of the economic aspects of public policy affecting the market processes. The subject matter usually includes an analysis of Federal, State, and local regulations; restraints of trade; monopoly; purposes and effect of laws relating to competition; the giant corporation; and international and domestic cartels.
04.10 03 00 00	Business Law--(For definition see 03.09 00 00 00 Business Law under BUSINESS.)
04.10 04 00 00	Communications for Distribution--Organized learning experiences which are concerned with the application and refinement of skills in reading, speaking, listening, and writing in distributive employment. (See also 03.06 00 00 00 Business Communications under BUSINESS.)
04.10 05 00 00	Economics of Consumption--The study of the place of the consumer and his problems in the economic system. The

subject matter usually is concerned with the relationship of personal income to price levels; the role of the consumer in determining the amount of the national income and the stability of the economic system; and the effect of consumer liquid assets and availability of consumer credit on total consumer demand. (See also 15.06 03 00 00 Consumer Economics under SOCIAL SCIENCES/ SOCIAL STUDIES.)

04.10 06 00 00	Economics of Marketing--A study of the contributions of economic theory to the managerial problem of price determination and price policy. The subject matter usually includes demand and cost curves, survival and growth, values added by distribution, and problems of introducing the results of technological progress into the market.
04.10 07 00 00	Effective Store Speech--Planned learning activities which emphasize the development of facility in oral communications. The subject matter usually stresses the organization of ideas, product and marketing vocabulary, clarity of expression, telephone usage, and practice in the techniques used in different communications situations.
04.10 08 00 00	Employee Supervision--The study of supervisory relationships and practices in distribution and marketing. The subject matter usually includes techniques of employee induction, morale building, followup and evaluation, correction, grievances, and an analysis of leadership and motivation.
04.10 09 00 00	Employee Training--The study of the principles, organization, and techniques of individual and group training in distributive occupations. The subject matter usually includes the development of initial and followup programs, department and sales meetings, practice training in skills. and acquisition of information.
04.10 10 00 00	Evaluation Techniques--The study of job evaluation and procedures for implementing an evaluation program. The subject matter usually includes systems of and steps in

organized evaluation, job ranking, rating devices, performance reviews, and the effect of evaluation on personnel supervision and administration.

04.10 11 00 00 Expense Control--The study of practices and trends in expense control. The subject matter usually includes an analysis of expense items, the relationship of expense control to net profit, planning and adjustment to current conditions, and available tools for stock and dollar management.

04.10 12 00 00 Human Relations--Organized learning experiences which are concerned with personal effectiveness in relation to customers, to the distributive business, to employees, and to job activities. (See also 03.11 00 00 00 Business Psychology under BUSINESS.)

04.10 13 00 00 Mathematics of Distribution--A study of mathematical processes applied to store problems. The subject matter usually includes initial and maintained markup, the retail method of inventory, turnover, and the analysis of merchandising records.

04.10 14 00 00 Report Writing--(For definition see 03.06 02 00 00 Report Writing under BUSINESS.)

04.10 99 00 00 Other Allied Subject Matter--Include here other organized subject matter and activities emphasized in allied subject matter not listed above in this category. (Specify.)

04.99 00 00 00 Other Distributive Education (Distribution and Marketing)--Include here other organized subject matter and activities emphasized in distributive education (distribution and marketing) not listed above or classifiable in one of the above major categories. (Specify.)

ENGLISH (LANGUAGE ARTS)

05.00 00 00 00

English (language arts) is comprised of the body of related subject matter, or the body of related courses, organized for carrying on learning experiences concerned with developing (1) proficiency and control in the use of the English language; (2) appreciation of a variety of literary forms; (3) understanding and appreciation of various aspects of past and present cultures as expressed in literature; and (4) interests which will motivate lifelong learning. Included under this heading are the items of information which identify various aspects of subject matter in the English language arts subject-matter area.

05.01 00 00 00 Language Skills--Subject matter and experiences concerned with knowledge, understandings, and skills designed to develop competency in the use of language. Emphasis is on (1) written language involving "intake" (reading), and "output" (writing), and (2) oral language involving "intake" (listening), and "output" (speaking). Mental activities include the development of vocabulary, concepts, interpretations, reactions, and responses, and concentration on skills in writing, reading, speaking, and listening.

05.01 01 00 00 Reading--Instruction designed to develop the skills necessary to perceive and react to patterns of written symbols and translate them into oral or silent speech and thence into meaning. The teaching of reading is differentiated according to a number of levels and objectives.

05.01 01 01 00 Reading Readiness--A variety of planned activities designed to develop in children the mental, physical, and emotional maturity prerequisite to instruction in reading. In practice emphasis is placed on a variety of learning situations, e.g., direct and vicarious experiences involving oral language listening, speech habits and patterns, sequential organization of ideas, recognition of word symbols, and vocabulary development and experience with books and stories.

05.01 01 02 00	Beginning Reading--The initial activities involved in teaching pupils to read, usually commencing early in the term following kindergarten or, lacking kindergarten, following the necessary readiness activities in first grade. These reading activities are designed to develop understanding of the relationship between oral and written language, recognition of symbol-sound relationships, and appreciation of the reading process.
05.01 01 03 00	Developmental Reading Program--A program of learning experiences designed to help pupils develop sequentially all aspects of reading proficiency needed by a mature reader. This program may be centered in the elementary school in a series of basal readers and their accompanying learning aids, in an individualized plan which utilizes an extensive library or utilizes reading in all of the materials of the content subjects. Each of these plans includes attention to oral and silent vocabulary development, comprehension, critical reading, speed, and the adjustment of reading techniques to varying needs.
05.01 01 04 00	Basal Reading Program--Systematic learning experiences which are developed through a series of basic reading books and materials designed in sequential steps for successive levels of instruction.
05.01 01 05 00	Remedial Reading--Planned diagnostic and remedial activities, for individual pupils or groups of pupils, designed to correct and prevent reading difficulties which interfere with the pupil's expected progress in developing reading skills, understandings, and appreciations.
05.01 01 06 00	Individualized Reading--A reading program which utilizes an extensive library and permits self-selection of materials and pacing suited to each child. The development of skills is guided through individual conferences and individual or small-group teaching.

05. ENGLISH (LANGUAGE ARTS) (continued)

05.01 01 99 00	Other Reading--Include here other organized subject matter and experiences emphasized in reading which are not listed above. (Specify.)
05.01 02 00 00	Handwriting (Penmanship)--Instruction designed to assist pupils in learning the processes and developing the skills involved in using an inscribing instrument to record manually material to be read.
05.01 02 01 00	Manuscript Writing--Instruction designed to assist pupils in learning the processes and developing the skills involved in a style of handwriting which makes use of variations of printed letter forms.
05.01 02 02 00	Cursive Writing--Instruction designed to assist pupils in learning the processes, and developing the skills, used in inscribing a style of handwriting utilizing flowing lines and connecting letters with strokes which have rounded angles.
05.01 02 99 00	Other Handwriting--Include here other organized subject matter and experiences emphasized in handwriting which are not listed above. (Specify.)
05.01 03 00 00	Spelling--Learning activities concerned with developing the mind-eye-hand coordinations and memory involved in ordering letters into whole words according to standard written usage.
05.01 04 00 00	Punctuation--Experiences designed to develop an understanding of the relationship or lack of relationship between intonation patterns and conventional use of marks to give interpretation of meaning and to develop an ability to use the commonly accepted scheme for punctuation.
05.01 05 00 00	Listening--Activities which are planned to sharpen children's listening skills and enable them to do appreciative, attentive, and analytical listening with increasing skill. (See also 05.05 01 04 00 Listening under Speech.)

05.01 06 00 00	Dictionary Skills--Experiences designed to develop an understanding of the process by which dictionaries are constructed and the type of information available from this source, together with the skills needed to locate and use this information.
05.01 07 00 00	Reference Skills--Experiences designed to develop an understanding of the many types of reference materials and the type of information particular to each, together with the development of the skills needed to use these references effectively and efficiently.
05.01 08 00 00	Voice and Diction--(For definition see 05.05 03 01 00 Voice and Diction under Speech.)
05.01 99 00 00	Other Language Skills--Include here other organized subject matter and experiences emphasized in language skills which are not listed above. (Specify.)
05.02 00 00 00	Linguistics--The descriptive, historical, and theoretical study of language as such, its nature, structure, varieties, and history, including especially the sound system (phonology), grammatical system (morphology, syntax), lexical system (vocabulary, semology), and writing system.
05.02 01 00 00	Phonology--The descriptive, historical and theoretical study of the sound system of language or languages.
05.02 01 01 00	Phonetics--The division of phonology dealing with the study and classification of the sounds of speech as spoken and heard.
05.02 01 02 00	Phonemics--The division of phonology dealing with the study of distinctive units and structural patterns within the sound system of a specific language or dialect.
05.02 02 00 00	Grammar--The division of linguistics including primarily morphology and syntax; hence the study by various methods of the structural devices by which the meaning-bearing

	units of a language (morphemes, words, phrases, sentences) are identified and their relationships indicated.
05.02 02 01 00	Traditional Grammar (School)--The study of the type of English grammar commonly taught in schools from the nineteenth century on, generally using semantic criteria for identifying "parts of speech" and other categories derived from Latin grammar, emphasizing sentence analysis, and often normative in character and prescriptive in application.
05.02 02 02 00	Structural Grammar (Descriptive)--Study concerned with the type of grammar which objectively describes and analyzes the structure of a language in terms of (1) formally identifiable units in a hierarchy of increasingly complex combinations, and (2) the immediate and ultimate constituents of sentences. (The term "Descriptive Grammar," sometimes used synonymously with "Structural Grammar," properly includes any kind of grammar derived inductively from objective observation of a body of utterances in a language.)
05.02 02 03 00	Generative Grammar--The type of grammar which uses a set of rules, in a required order, capable of generating (or accounting for) all possible grammatically acceptable sentences of a language. The rules are commonly expressed as formulas composed of symbols standing for linguistic units and operations.
05.02 02 04 00	Transformational Grammar--A type of grammar (usually generative, q.v.) which explains certain constructions as being derived from others by processes of structural change without change of meaning (i.e., by transformations).
05.02 03 00 00	Usage (Functional Grammar)--The study and teaching of the ways in which certain selected features of a language, especially those not "system-centered" or covered by general rules, are employed (the descriptive approach) or should be employed (the prescriptive approach). The features may be grammatical, lexical, or other, and they may be seen in relation to (1) the social or esthetic

milieu (e.g., illiterate, common, and cultivated) and (2) the use they are put to (e.g., conversation, or formal address). In school practice, where a standard form of the language is to be inculcated, the prescriptive approach necessarily obtains; this is acceptable, however, if prescriptions are soundly based on accurate descriptions.

05.02 04 00 00 History of the English Language--The study of the ways in which the Anglo-Saxon dialects transplanted to Britain in the fifth century A.D. developed in the course of time into the language called "English", today. Any or all aspects of the broad subject are included, but attention centers especially on the "outer history" (the influence of nonlinguistic factors such as social and political change) and the "inner history" (the processes of general language change as they affected this specific language).

05.02 05 00 00 Dialectology--The study of the features of a language, written or spoken (sounds, forms, constructions, words), as they vary individually or in related groups with respect to their distribution, geographical or social. Theoretically it can be synchronic (of a single point in time); practically it is diachronic (historical), since the variations can be understood only as the result of developments occurring over a span of years. "Dialects" are often thought of as those varieties within a language which have more features in common with each other than they have separately.

05.02 06 00 00 Semantics (Semology)--The historical and descriptive study of meaning as a linguistic phenomenon, including the structure of the meaning system of a language or set of languages; the components of meaning and their combination in larger structures of meaning; the association of meanings with morphemes and words; and the systematic study of meaning change. This approach is to be distinguished from GENERAL SEMANTICS (see 05.01 01 01 00 General Semantics), which is defined by Webster III as "a doctrine and educational discipline due to Alfred Korzybski (1879-1950) intended to improve habits of response of human beings to their environment and one another especially by training in the better and more critical uses of words and other symbols." Specifically, the study of SEMANTICS deals with meaning as a system within the overall structure of language; GENERAL SEMANTICS deals with meaning as a relationship between linguistic signs and the outside world.

05.02 07 00 00 Study About Language--A cover term used to include any instruction about language or languages (as distinct from instruction in a language or training in the skills of using language) which may be included in the curriculum from the elementary grades on, but which is not formal and developed sufficiently to be denominated LINGUISTICS (q.v.).

05.02 99 00 00 Other Linguistics--Include here other organized subject matter and experiences emphasized in linguistics which are not listed above. (Specify.)

05.03 00 00 00 Literature--The study of printed materials which have noteworthy content and excellence of style, and which may be identified by country, type, and/or period of time. Such study may be directed to bodies of national literature such as American and British, or may be more inclusive as in World Literature, which term usually includes Oriental literary works. The types usually considered in the study of literature are biography, drama, essay, fiction, and poetry. Myths and legends are sometimes considered as types. Often the focus is on specialized areas as in "Biblical literature" and "classical literature." Occasionally literary works are selected for a special group as in "children's literature" and "adolescents' literature." For developing taste and critical judgment, writing and discussion are frequently a means of instruction in the study of literature.

By Source (not coded)

05.03 01 00 00 American Literature--The study of selected American literary works of various types. Such subject matter is usually related to the development of distinctive qualities of the national literature through the use by writers of indigenous materials. The study may be conducted within an historical framework or within an organization by themes or by literary types. (See also 05.03 00 00 00 Literature.)

05.03 02 00 00	Biblical Literature--The study of selected portions of the Old and New Testaments with attention to literary qualities and to ideas which have importance in the spiritual and intellectual life of western man. Frequently, attention is given to stories, events, and persons used or alluded to by western writers, artists, and musicians.
05.03 03 00 00	Classical Literature--The study of selected literary works of ancient Greece and Rome. Special attention is frequently given to materials which have been used or alluded to by more recent writers. (See also 05.03 00 00 00 Literature.)
05.03 04 00 00	English Literature--The study of selected English literary works of various types. These works can be approached within successive historical periods of English history with attention to differences in the cultural settings and varying styles of literary expression. (See also 05.03 00 00 00 Literature.)
05.03 05 00 00	World Literature--The study of selected literary works of Western and Eastern cultural origin from ancient times to the present. Such study frequently includes religious and philosophic works which have literary excellence. (See also 05.03 00 00 00 Literature.)
05.03 35 00 00	Other Literature by Source--Include here other organized subject matter and experiences emphasized in literature--by source--which are not listed above. (Specify.)
	By Genre (not coded)
05.03 36 00 00	Biography--The study of the lives of persons in narrative accounts which have stylistic and other formal qualities that make them noteworthy as literary works. Techniques of presentation have been developed through ages; and many of these have aimed to reveal the character of the subject as well as the facts of his life. Biographies often serve to satisfy young peoples' search for ideals and values.

05.03 37 00 00	**Drama**--The study of a type of literature distinguished by plot, setting, theme, and characters engaged in movement and dialogue. It is distinguished from narrative by being a direct presentation of action. The main types and styles of dramatic literature usually studied are: tragedy, comedy, melodrama, farce, social drama of ideas; classical, romantic, realistic, impressionistic, and expressionistic. The structure of a drama, its plot, and the techniques by which character is revealed are primary items for consideration in the study of a drama. Dramas are often expressions of a philosophy or social point of view of the dramatist, and often serve as excellent revelations of the temper of a historical period or of a culture. Appreciation of the literary qualities of a drama may be enhanced by its being read as an artistic creation intended for performance on a stage.
05.03 38 00 00	**Essay**--The study of expository writings of a formal and informal kind. The formal may include short or extended articles which present ideas or information, the writer's purpose frequently being to set forth a central idea or thesis. Informal essays, or familiar essays as they are sometimes called, may be read for a revelation of the writer's personality and subjective reactions to an experience or to an event which he has observed.
05.03 39 00 00	**Fiction**--The study of short stories and novels with special attention to point of view, plot, character, setting, and theme. Frequently teachers select fictional works in accordance with their suitability for pupils' developmental levels and their needs and interests.
05.03 40 00 00	**Poetry**--The study of literary selections which are characterized by rhythm, imagery, words chosen for their connotative values, and varied figures of speech, especially similes and metaphors; they may or may not have rhyme. Poems may be studied by types, or they may be arranged by theme and studied in relation to theme. They sometimes are studied within an historical framework of literary periods; when studied in such contexts they may be considiered as expressions of the spirit of the era in which they were written. However, they have most frequently been regarded as revelations of writers' emotions and ideas.

05.03 65 00 00	Other Literature by Genre--Include here other organized subject matter and experiences emphasized in literature--by genre--which are not listed above. (Specify.)
05.03 66 00 00	Children's Literature--The study of the portion of the larger body of literature which has both appeal and interest to children and is understood by them. Literature for children can be found in the various genres and can be obtained from both English and other sources. It extends from picture books designed specifically for young children to adult reading material.
05.03 67 00 00	Adolescents' Literature--The study of that portion of the larger body of literature which has both appeal and interest and can be understood by young people of the age range commonly called "adolescent." Literature for adolescents can be found in the various genres and can be obtained from both English and other sources.
05.03 68 00 00	Myth and Legend--The study of stories, ballads, and plays which have come from the oral tradition of national groups and which constitutes a part of their literature. Such folk material is sometimes organized as a unified body, but is more frequently combined with other literary works into thematic or type arrangements. Appreciation of esthetic qualities of such selections is often enhanced by their being sung, recited, or performed.
05.03 69 00 00	Humanities--The study of a group of subjects--art, music, literature, religion, history, philosophy, and classical languages--concerned with man's individual cultural achievements in society as distinguished from social institutions and customs and the natural world. Sometimes aspects of the various subject-matter areas are taught separately but relatedly; in other instances, these aspects of subject matter are fused or integrated with literary works usually forming the core. (See also 02.01 03 00 00 Humanities under ART and 12.06 00 00 00 Humanities under MUSIC.)
05.03 99 00 00	Other Literature--Include here other organized subject matter and experiences emphasized in literature which are not classified or listed above. (Specify.)

05.04 00 00 00 Composition--Learning activities concerned with the art of selecting, combining, and arranging words in connected discourse.

05.04 01 00 00 Theory--The study of the form of composition emphasizing dependence on principles and rules which have evolved through time, as well as dependence on personal abilities and the language to be used. On the basis of the language used, the pupil selects from his ideas those which can best be arranged in a form to which an individual may respond. Mental ordering of the ideas precedes writing them. Ideas are explored, experimented with, and revised through writing.

05.04 01 01 00 Logic--The study of the formal principles frequently included in composition courses with the objective of improving the reasoning of the writer. Principles of inductive and deductive thinking and possible errors in such thinking form the basis of this instruction. Some of the topics usually included in the study of inductive reasoning are: the testing of the adequacy of evidence; the validity of generalizations; the cause and effect relationship--oversimplification and the attribution of false cause; the invalidating factor of difference in reasoning by analogy. The validity of the premises and their relationship to each other and to the conclusion in a syllogism are the essential topics in the study of deductive reasoning. The work in logic in a composition course also usually includes attention to the pitfalls of circular reasoning, begging the question, avoiding the issue, and arriving at a false or irrelevant conclusion. Emphasis is given in such instruction, not to the detection of errors in thinking found in other people's speech and writing, but to the avoidance of them in one's own.

05.04 01 02 00 Rhetoric--The study of the art of discourse and its various meanings, one of which is the same as that of "composition." Composition courses are sometimes referred to as rhetoric courses. Originally, in classic times, the term was applied to oratory, but in modern times it is also applied to written communication. Considered as the theory of composition, the term applies to the principles and rules of composition formulated by ancient critics and modified through the ages by theorists of the composing art. Generally, the subject matter and experiences involved in the study of these principles and rules are designed to aid in the arrangement of a speech or written discourse to bring about a desired effect on a listener or reader. Emphasized are: methods of persuasion; the effective and orderly arrangement of the parts of a discourse; style; and rhetoric as a system of gathering, arranging, and expressing the subject matter of discourse, and as a guide for making decisions in the process of composition. (See also 05.05 01 00 00 Rhetoric and Public Address under Speech.)

05.04 01 03 00 General Semantics--The body of principles sometimes included for study and application in composition courses. The primary purpose of general semantics as a discipline, or as a point of view, in the field of communication is to improve language habits so that verbal symbols correspond more exactly to persons, things, and events on the nonverbal or fact level. It is the study of evaluative processes, the ways in which a person interprets his environment through signs and symbols, including language. Attention is usually given to: factual as distinguished from inferential statements; multivalues in nature as distinguished from two-valued orientation in the language of writers or speakers; verbal abstractions as distinguished from low-order terms; indexing or noting differences so as to avoid stereotyping; dating so as to avoid rigidity; emotive language and its effects on human behavior; the distinction between a thing and its label or name; and the contexts of language.

05.04 02 00 00 Writing--Subject matter and experiences designed to provide opportunities for pupils to develop knowledge, understanding, and skills essential to self-expression, e.g., ideas, interests, and facts, in written language. Writing forms vary according to the content, the audience, and the purpose of the writer.

05.04 02 01 00 Expository Writing--Subject matter and experiences designed to develop knowledge, understanding, and

	skills involved in a form of writing concerned with selecting, ordering, and explaining information in a detailed, logical manner.
05.04 02 02 00	Persuasive Writing--Subject matter and experiences designed to develop knowledge, understanding, and skills involved in a form of writing concerned with selecting and organizing ideas for presenting a particular point of view in a persuasive manner--employing inference and logic.
05.04 02 03 00	Creative Writing--Subject matter and experiences designed to develop knowledge, understanding, and skills involved in a form of writing that is free and independent and expresses the interest of and provides satisfaction to the writer.
05.04 02 04 00	Narrative Writing--Subject matter and experiences designed to develop knowledge, understanding, and skills involved in a form of writing concerned with telling a story that conveys descriptive details in a sequentially organized manner.
05.04 03 00 00	Journalism--The study and practice of writing, editing, and publishing newspapers and other periodicals. Instruction usually emphasizes reporting and feature and editorial writing.
05.04 03 01 00	Reporting--The study and practice of gathering facts about current events and writing about such events for publication in newspapers and other periodicals.
05.04 03 02 00	Editorial Writing--The study and practice of composing an article of opinion or comment for publication in a newspaper or other periodical.
05.04 03 03 00	Feature Writing--The study and practice of composing an article with strong emotional or human interest appeal for publication in a newspaper or other periodical.

05.04 03 04 00	History of Journalism--The study of the financial, technical, and editorial processes and the contributions of individuals involved in the publishing of newspapers and other periodicals from the beginnings of such publications to the present.
05.04 03 99 00	Other Journalism--Include here other subject matter emphasized in journalism which is not listed above. (Specify.)
05.04 99 00 00	Other Composition--Include here other organized subject matter emphasized in composition which is not listed or classifiable above. (Specify.)
05.05 00 00 00	Speech--Subject matter and experiences comprised of a wide spectrum of studies and activities that range from the scientific (voice science) through the humanistic (rhetoric) and the behavioral sciences (group dynamics) to the artistic (oral interpretation of literature). The unifying feature of these studies and activities is the predominance, in varying degrees, of oral communication.
05.05 01 00 00	Rhetoric and Public Address--The study of the practical arts of speaking as revealed in the variety of forms and functions evident in public discourse. Emphasized are speech-making (composition and delivery), argumentation and debate, audience analysis and listening behavior, persuasion, discussion, parliamentary procedure, speech criticism, and the history of rhetoric and public address. (See also 05.04 01 02 00 Rhetoric under Composition.)
05.05 01 01 00	Public Speaking--The study of theory and practice involved in composing and delivering speeches, ordinarily including heavy emphasis on expository speaking.
05.05 01 02 00	Argumentation and Debate--Study and practice in the discovery, selection, analysis, organization, and presentation of evidence and argument for and against a proposition, often in formal debate.

05.05 01 03 00	Communication Theory--An analysis of the communication process, including the psychology of the listener, information theory, message formulation, and dissemination.
05.05 01 04 00	Listening--The exploration and study of the theory of listening with oral-aural practice in the skills of comprehension through listening. (See also 05.01 05 00 00 Listening under Language Skills.)
05.05 01 05 00	Discussion--The exploration and study of evidence and issues, through analysis and oral exchanges, leading toward the identification of problems and the formulation of possible solutions. Included are study and practice in the use of the various forms of discussion: informal groups, committees, conferences, panels, symposiums, forums, et al.
05.05 01 06 00	Speech Criticism--A study of rhetorical theory, past and present, including a critical examination of recorded speeches and their contexts.
05.05 01 07 00	Parliamentary Procedure--A study of the theory, with opportunities for practice, of the rules and procedures used in conducting formal meetings.
05.05 01 08 00	Persuasion--Subject matter and experiences designed for intensive study and practice in the composition and delivery of speeches that are designed, through the use of appropriate rhetorical techniques and motivational patterns, to change or strengthen beliefs or to secure action.
05.05 01 99 00	Other Rhetoric and Public Address--Include here other organized subject matter and experiences emphasized in rhetoric and public address which are not listed above. (Specify.)
05.05 02 00 00	Oral Interpretation of Literature--The study of theory and opportunities for practicing the arts and skills of analyzing and reading literature aloud.

05.05 02 01 00	Choral Speech--The study and oral interpretation of literary works by groups of pupils.
05.05 02 02 00	Readers' Theatre--The analysis and performance of dramatic works embodying the principles of oral interpretation of literature as opposed to those of acting.
05.05 03 00 00	Speech Improvement--Subject matter and experiences concerned primarily with the acquisition, largely through study and exercises, of such basic language skills as adequate projection, articulation, phrasing, vocal variation, and appropriate usage.
05.05 03 01 00	Voice and Diction--The study, and application through exercises, of knowledge about voice production and the means for improving projection, articulation, phrasing, melody patterns, et al., and for developing where needed, often through the use of phonetics, standard usage.
05.05 03 99 00	Other Speech Improvement--Include here other organized subject matter and experiences emphasized in speech improvement which are not listed above. (Specify.)
05.05 04 00 00	Speech Through Mass Media--The consideration of speech through mass media involving study and practice of the adaptation of techniques and procedures developed for other media as well as the identification of artistic features that are unique to the particular mass medium. The study of history and criticism are usually coupled with experiences in the arts and crafts of radio, television and/or film.
05.05 04 01 00	Radio and Television--A study of broadcasting, with exercises, where appropriate, that include its history, its role in contemporary society, its artistic dimensions, its production techniques, principal genres, et al.

05.05 04 02 00	Film--A study of, and in some instances practice in, the cinematographic arts including history, production, and criticism.
05.05 99 00 00	Other Speech--Include here other organized subject matter and experiences emphasized in speech which are not classifiable or listed above. (Specify.)
05.06 00 00 00	Dramatic Arts--Subject matter and experiences concerned with a wide range of studies and activities including playwriting, dramatic literature, scenic design, acting, directing, and the subsidiary arts and crafts of the theatre and of selected aspects of radio, television, and film.
05.06 01 00 00	Acting--Theory and practice in the art and craft of interpreting roles from dramatic literature for presentation on the stage or through certain mass media.
05.06 02 00 00	Dramatic Literature--The study of the types, forms, and styles of plays from both the past and the present with special emphasis on the elements of production that are used in transposing a manuscript into living theatre.
05.06 03 00 00	Creative Dramatics--Learning activities wherein pupils, using nondramatic literary materials created by themselves or by others, create informal, nonscripted plays using their own words and movements.
05.06 04 00 00	Play Production--The study of, coupled with opportunities for practical experience with, such component elements in producing plays as directing, staging, costuming, makeup, properties, and business management.
05.06 05 00 00	Playwriting--A study of the theory of dramatic writing (form, structure, style) coupled with an examination of representative plays and appropriate exercises in writing.
05.06 06 00 00	Technical Theatre and Design--An intensive study of the physical aspects of play production including scenic design, costume design, lighting design, and stagecraft

	with opportunities, frequently in conjunction with cocurricular activities, for practical experiences.
05.06 07 00 00	Theatre Criticism--The study of the theatre including, frequently, such related arts as film and television emphasizing such elements as esthetics, social impact, and historical perspective.
05.06 08 00 00	Theatre History--The study of the development of dramatic literature, the physical theatre, the elements of production, and the artists and craftsmen who have been responsible for our theatre heritage.
05.06 99 00 00	Other Dramatic Arts--Include here other organized subject matter and experiences emphasized in dramatic arts which are not listed above. (Specify.)
05.99 00 00 00	Other English (Language Arts)--Include here other organized subject matter and experiences emphasized in English (language arts) which are not classifiable or listed above. (Specify.)

FOREIGN LANGUAGES

06.00 00 00 00

The body of subject matter in this area is comprised of a variety of foreign languages, including English as a foreign language. Classified under this heading are the various classical and modern foreign languages.

Usually, the activities involved in the teaching and learning of a foreign language are planned in terms of selected predetermined objectives:

(1) to assist the pupil in acquiring progressive proficiency in the control of the skills of listening comprehension, speaking, reading, and writing, and in structural analysis; and

(2) to develop the pupil's capacity to apply these acquired skills in understanding, analyzing, and interpreting a variety of forms of past and current thought; and

(3) to increase the pupil's knowledge and understanding of the countries, cultures, and attitudes of the people(s) whose language is being learned.

06.01 00 00 00	Classical Languages--Usually considered to be the study of the language, literature, and culture of an ancient civilization.
06.01 01 00 00	Arabic (classical)--The language, literature, and culture of the ancient Arabic world.
06.01 02 00 00	Chinese (classical)--The language, literature, and culture of the ancient Chinese world.
06.01 03 00 00	Greek (classical)--The language, literature, and culture of the ancient Greek world.
06.01 04 00 00	Hebrew (classical/Biblical)--The language, literature, and culture of the ancient Hebrew world.

06. FOREIGN LANGUAGES (continued)

06.01 05 00 00	Latin (classical)--The language, literature, and culture of the ancient Roman world.
06.01 99 00 00	Other Classical Languages--Include here any other language, literature, and culture of an ancient civilization emphasized in instruction which is not listed under classical languages above. (Specify.)
06.02 00 00 00	Modern Foreign Languages*--The study of the language, literature, and culture of a selected segment of the population of the modern world.
06.02 01 00 00	Arabic, Modern Standard--The language, literature, and culture of the Arabic-speaking peoples of the modern world. Modern Standard Arabic, based on classical Arabic, is the most commonly taught and used language as a vehicle of communication among the various Arabic-speaking peoples.
06.02 02 00 00	Arabic, colloquial--The spoken regional language and culture of a given segment of the Arabic-speaking world. (The dialect should be specified.)
06.02 03 00 00	Chinese, modern Mandarin--The offical oral language of the Chinese-speaking people of the modern world. The study of modern Mandarin may include literature and culture.
06.02 04 00 00	Chinese, Cantonese--The spoken language and culture of the Cantonese-speaking people.
06.02 05 00 00	Czech--The language, literature, and culture of the Czech-speaking people.
06.02 06 00 00	English as a foreign language--The study of the language, literature, and culture of the English-speaking peoples by individuals whose mother tongue is not English.

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* See footnote, General Language, Chapter 4, p.

06.02 07 00 00	Finnish--The language, literature, and culture of the Finnish-speaking people.
06.02 08 00 00	French--The language, literature, and culture of the French-speaking people.
06.02 09 00 00	German--The language, literature, and culture of the German-speaking people.
06.02 10 00 00	Greek, modern--The language, literature, and culture of the Greek-speaking people of the modern world.
06.02 11 00 00	Hawaiian--The language, literature, and culture of the Hawaiian-speaking people.
06.02 12 00 00	Hebrew, modern (Israeli)--The language, literature, and culture of the Hebrew-speaking people of the modern world. This is the official language of Israel.
06.02 13 00 00	Italian--The language, literature, and culture of the Italian-speaking people.
06.02 14 00 00	Japanese--The language, literature, and culture of the Japanese-speaking people.
06.02 15 00 00	Norwegian--The language, literature, and culture of the Norwegian-speaking people.
06.02 16 00 00	Polish--The language, literature, and culture of the Polish-speaking people.
06.02 17 00 00	Portuguese--The language, literature, and culture of the Portuguese-speaking people.
06.02 18 00 00	Russian--The language, literature, and culture of the Russian-speaking people. Other languages spoken within the U.S.S.R.--such as Georgian, Ukranian, and Uzbec--

	should be recorded under the item, Other Modern Foreign Languages.*
06.02 19 00 00	Spanish--The language, literature, and culture of the Spanish-speaking peoples.
06.02 20 00 00	Swedish--The language, literature, and culture of the Swedish-speaking people.
06.02 99 00 00	Other Modern Foreign Languages*--Include here any other language, literature, and culture of a selected segment of the modern world emphasized in instruction which is not listed under modern foreign languages above. (Specify.)

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* See footnote, General Language, Chapter 4, p.

HEALTH OCCUPATIONS EDUCATION

07.00 00 00 00

Education for health occupations comprises the body of related subject matter, or the body of related courses, and planned experiences designed to impart knowledge and develop understandings and skills required in the supportive services to the health professions. Instruction is organized to prepare pupils for occupational objectives concerned with assisting qualified personnel in providing diagnostic, therapeutic, preventive, restorative, and rehabilitative services to people, including understandings and skills essential to care and health services to patients.

Education for health workers usually is conducted by recognized education agencies and appropriate health institutions and services that can make available the quality and kind of experiences needed by the trainee in developing the competencies required for his occupational goal.

Instructional programs which prepare persons for occupations that render health services directly to patients (people) provide planned clinical instruction and experience in appropriate clinical situations. For those occupations that render health services which do not involve direct services to patients, planned instruction and experience in laboratories and/or appropriate work situations are provided as an integral part of the instructional program.

Licensure, Certification, and Registration

Techniques for the regulation of workers in health occupations have been developed and administered, either by appropriate professional organizations or by legally constituted authority in the respective States, as a means to safeguarding the public against unqualified and/or unscrupulous persons who might otherwise engage in the practice of the healing arts or offer their services for hire in a health occupation in such a way as to cause harm to the persons being served. Therefore, regulatory procedures such as licensure, certification, and/or registration in certain of the health occupations have been established.

Licensure--Under the authority of a State, laws are enacted setting forth the minimum qualifications for persons and the standards to be met for practicing in an occupation. All physicians, nurses, dental hygientists, and a growing number of paramedical personnel must be licensed in their respective fields. Organizations representing these groups have sought and helped to establish State laws for licensing practitioners in their fields. They have also found that mandatory regulation of these occupations under State licensure laws best serves the public interest. Employers, too, have come to rely upon the legal licensing agency for assurance that a practitioner is qualified in his field.

Certification--Professional societies endeavor to improve the quality of services provided by supportive personnel in health fields through voluntary certification of individual workers. Standards pertaining to education, experience, and personal qualifications are determined by the professional society, usually in cooperation with the auxiliary group that is subject to the certification procedure. Applicants wishing to become certified under these standards must make application to the certifying board of the association and comply with the certification of standards.

Registration--The term registration is used by certain occupational groups interchangeably with either the term licensure or certification. "Registered" nurse connotes a nurse who is licensed to practice as a professional nurse or as a technical-level nurse. A "registered" medical librarian is certified by and registered with her professional association. Registration may be interpreted in specific instances by placing after it (l) when "licensure" applies or (c) when "certification" applies.

NOTE: Later, when the Ad Hoc Committee for Health Occupations Education determines the selected items to which licensure, certification, and/or registration apply, the items will be identified by the appropriate symbols: (l) for licensure, (c) for certification, and/or (r) for registration.

Included under the heading, Health Occupations Education, are items of information which describe selected aspects of education for health occupations. In the following definitions the term "subject matter" includes theory that may be given either in a school or in a clinical setting, and the term "experiences" includes the applied subject matter which is provided in a clinical setting.

07.01 00 00 00 Dental Services--Included in this category are occupations concerned with supportive services to the dental profession.

07.01 01 00 00 Dental Assistant--A combination of subject matter and experiences designed to prepare a person to assist the dentist at the chairside in the dental operatory, to perform reception and clerical functions, and to carry out selected dental laboratory work.

07.01 02 00 00	Dental Hygienist, Associate Degree--A combination of subject matter and experiences designed to prepare a person to provide services to patients such as performing complete oral prophylaxis, applying medication, and providing dental health education services, both for chairside patients and in community health programs, under the supervision of the dentist. (Included as 16.03 01 00 00 Dental Hygienist, Associate Degree under TECHNICAL EDUCATION.)
07.01 03 00 00	Dental Laboratory Technician--A combination of subject matter and experiences designed to prepare a person to execute the work in producing restorative appliances required for the oral health of the patient as authorized by the dentist.
07.02 00 00 00	Medical Services--Included in this category are occupations concerned with supportive services to the medical professional.
	Clinical Laboratory (not coded)
07.02 01 00 00	Cytology Technician (Cytotechnologist)--A combination of subject matter and experiences designed to prepare a person to stain and screen smeared slides for determination of abnormalities of exfoliated cells that may assist in the diagnosis of cancer. This work is performed under the supervision of a physician.
07.02 02 00 00	Histology Technician--A combination of subject matter and experiences to enable a person to prepare, section and stain tissues for microscopic study, usually, by a pathologist or other clinical scientist.
07.02 03 00 00	Medical Laboratory Assistant--A combination of subject matter and experiences organized to prepare a person to work under the supervision of medical technologists, clinical pathologists, or physicians to perform routine clinical laboratory procedures. (Included as 16.03 02 00 00 Medical Laboratory Assistant under TECHNICAL EDUCATION.)

Nursing (not coded)

07.02 04 00 00	Nurse, Associate Degree--A combination of general and nursing education and clinical experiences designed to prepare the person to work with the nurse supervisor, the physician, and other members of the health team in providing nursing care. (Included as 16.03 04 00 00 Nurse, Associate Degree under TECHNICAL EDUCATION.)
07.02 05 00 00	Practical (Vocational) Nurse--A combination of subject matter and supervised clinical experiences designed to prepare a person to give direct nursing care under the supervision of a nurse or physician.
07.02 06 00 00	Nurses' Aide--A combination of subject matter and experiences which prepares a person to perform simple tasks involved in the personal care of individuals receiving nursing services. These tasks are performed under the supervision of a nurse.

Technological (not coded)

07.02 07 00 00	Biomedical Technician (Medical Electronics Technician)--A combination of subject matter and experience designed to prepare a person to operate, maintain, and repair mechanical, electrical, and electronic equipment and instruments which are in use in medical practice.
07.02 08 00 00	Hospital Food Service Supervisor--A combination of subject matter and experience designed to qualify a person for preparing and serving meals in a hospital or other health institution under the supervision of the dietitian.
07.02 09 00 00	Inhalation Therapy Technician--Preparation includes a combination of subject matter and experiences designed to prepare a person to perform procedures and operate and maintain equipment used in supporting respiratory functions, including the administration of oxygen and other sustaining gases, as directed by a physician.

07.02 10 00 00	Medical Record Technician--A combination of subject matter and experiences designed to prepare a person to assist medical records Librarians in preparing, analyzing, and preserving medical records. These services are provided in the medical records departments of hospitals, clinics, nursing homes and other agencies. (See also 14.03 00 00 00 Filing, Office Machines, and General Office Clerical under OFFICE OCCUPATIONS.)
07.02 11 00 00	Medical X-ray Technician (Radiologic Technologist)--A combination of subject matter and experiences designed to prepare a person for the safe use of X-ray equipment in both laboratory and clinical settings under the supervision of a radiologist or other physician. (Included as 16.03 03 00 00 Medical X-ray Technician (Radiologic Technician) under TECHNICAL EDUCATION.)
07.02 12 00 00	Optician--A combination of subject matter and experiences designed to train a person to prepare, assemble, and fit corrective lenses as prescribed by a physician or optometrist.
07.02 13 00 00	Surgical Technician (Operating Room Technician)--A combination of subject matter and experiences designed to prepare a person to serve as a general technical assistant on the surgical team in the operating suite.

Rehabilitation Services (not coded)

07.02 14 00 00	Occupational Therapy Assistant--A combination of subject matter and experiences designed to prepare a person to assist the occupational therapist in implementing the plan of therapy for a patient as prescribed by a physician.
07.02 15 00 00	Physical Therapy Assistant--A combination of subject matter and experiences designed to prepare a person to assist the physical therapist in implementing the plan of therapy for a patient as prescribed by a physician.

07. HEALTH OCCUPATIONS EDUCATION (continued)

07.02 99 00 00	Other Medical Services--Include here other organized subject matter and experiences emphasized in health occupations education which are not classifiable or listed above. (Specify.)
07.03 00 00 00	Other Health Occupations Education (for which definitive, formal educational programs have not been generally instituted at less than the baccalaureate degree level), such as:
07.03 01 00 00	Electroencephalograph Technician
07.03 02 00 00	Health Education Assistant
07.03 03 00 00	Home Health Aide
07.03 04 00 00	Medical Emergency Technician
07.03 05 00 00	Medical and Psychiatric Social Worker Assistant
07.03 06 00 00	Nuclear Medical Technician
07.03 07 00 00	Orthoptic Technician
07.03 08 00 00	Orthotist
07.03 09 00 00	Radiation Therapy Technician
07.03 99 00 00	Other (Specify.)

HEALTH AND SAFETY EDUCATION, DRIVER EDUCATION, PHYSICAL EDUCATION, AND RECREATION

08.00 00 00 00

The body of related subject matter and activities in health and safety education, driver education, physical education, and recreation are organized for carrying on learning experiences concerned with developing (1) knowledge, attitudes, appreciations, and conduct essential to individual and group health; (2) awareness of, concern for, and knowledge, skills, and judgment necessary for practicing and promoting personal and public safety in the home, at school, on the job, in traffic, and in the maintenance and operation of motor vehicles; and (3) physical and mental growth and fitness by means of activities designed to improve the muscles, motor skills, and attitudes and habits of conduct of individuals and groups. Included under this heading are the items of information which identify various aspects of subject matter and learning activities in health, safety, driver education, physical education, and recreation.

08.01 00 00 00 Health Education--Learning activities which utilize experiences for influencing understandings, attitudes and practices relating to individual family and community health. Instruction is based on scientific facts and truths which serve as a foundation for decision making and action to achieve health potentials.

08.01 01 00 00 Community Health--The study of (1) the availability and accessibility of public, private, and voluntary health services and facilities; (2) the functions and services of local, State, and Federal health agencies, including public, voluntary, and professional; and (3) prevailing health conditions in the community.

08.01 02 00 00 Consumer Health--Learning experiences designed to help pupils develop the ability to make sound decisions in the selection and utilization of health services, the selection of health and accident insurance, and the purchase of health products. Emphasis is also on developing

	knowledge essential for recognizing quackery and false advertising in relation to foods, drugs, and mechanical devices.
08.01 03 00 00	Disease Prevention and Control: Communicable and Chronic--The study of the cause, control, and prevention of disorders which impair health, with emphasis on prevention. The various diseases are usually categorized under two headings--"communicable" and "chronic". The former includes diseases which can be transferred from one person to another, such as tuberculosis, venereal diseases, and measles; the latter includes diseases such as cancer, heart disease, multiple sclerosis, and cerebral palsey.
08.01 04 00 00	Environmental Health--Learning experiences designed to help the pupil understand the effect upon man's health and well-being of such environmental factors as water supply, pollution control, food contamination, air pollution, radiation exposure, crowdedness, noise, and mobility.
08.01 05 00 00	Family Life Education (including Sex Education)--The study of the family as an entity and as a unit in the community; the physical, psychological, and emotional aspects of growth toward maturity; and the biology of reproduction.
08.01 06 00 00	First Aid--Learning experiences designed to (1) develop understanding and skills necessary, in time of emergency, to prevent the death or further injury of a person until the services of a physician can be obtained, and (2) provide instruction concerning the national program of medical self-help.
08.01 07 00 00	Growth and Development--The study and development of understanding concerning the physical, mental, emotional, and social changes which occur in human development from conception through adulthood. Included are such areas as body structure and function, heredity, environmental influences, and differences and likenesses among people.

08. HEALTH AND SAFETY EDUCATION, DRIVER EDUCATION, PHYSICAL EDUCATION, AND RECREATION (continued)

08.01 08 00 00	Harmful Substances--The study of the effects of the misuse of alcohol and the use of tobacco, narcotics, dangerous drugs, volatile chemicals, tranquilizers, and similar products on individuals, families, and communities. Also included and emphasized is information on poisons, poisonous plants, and poison control centers.
08.01 09 00 00	Health Careers--The exploration and study of professional, semiprofessional, technical, and allied occupational opportunities which contribute directly to the health and well being of people. Areas emphasized for exploration include medicine, dentistry, nursing, dental hygiene, research technology, laboratory technologies, diatetics, nurses' aides, and supporting services.
08.01 10 00 00	Health Maintenance and Care--Organized learning experiences directed toward helping the individual to assume responsibility for attaining optimum personal health through giving attention to such factors as the development and maintenance of personal fitness (physical fitness); a balance in exercise, work, sleep and rest, relaxation and recreation; and body care and grooming.
08.01 10 01 00	Foods and Nutrition--(For definition see 09.01 07 00 00 Foods and Nutrition under HOME ECONOMICS.)
08.01 10 02 00	Dental Health--Learning experiences designed to develop knowledge and understanding concerning the growth and structure of the teeth, causes and prevention of tooth decay and other dental diseases, and sound practices in the care of the teeth and gums (mouth).
08.01 10 03 00	Physical Fitness: Exercise, Work, Sleep, Rest, Relaxation, and Recreation--Learning experiences designed to help pupils develop understanding and desirable attitudes regarding the relationship between vigorous exercise and health and the need for balance among exercise, rest, sleep, relaxation, work, and recreation.

08. HEALTH AND SAFETY EDUCATION, DRIVER EDUCATION, PHYSICAL EDUCATION, AND RECREATION (continued)

08.01 10 04 00	**Personal Grooming and Body Care**--Learning experiences designed to develop in the pupil good practices in grooming, dress, cleanliness and body care, e.g., face, ears, and eyes.
08.01 10 05 00	**Mental Health**--Experiences and conditions directed toward helping the pupil develop the ability to adapt to his environment, to perceive reality accurately, to manage stress healthfully, to stand on his own two feet, and to learn and to develop a feeling of well-being.
08.01 10 99 00	**Other Health Maintenance and Care**--Include here other organized subject matter and experiences emphasized in health maintenance and care which are not listed above. (Specify.)
08.01 11 00 00	**International Health**--An organization of subject matter concerned with the cooperation between two or more nations for (1) the prevention and control of disease, and (2) the improvement of personal and community health--both aimed toward accelerating social and economic development.
08.01 99 00 00	**Other Health Education**--Include here other organized subject matter and experiences emphasized in health education which are not listed or classifiable above. (Specify.)
08.02 00 00 00	**Safety Education**--Subject matter and learning experiences concerned with developing in individuals (1) an awareness and understanding of hazards of every day living, and (2) the knowledge, habits, attitudes, and skills which will enable them to function at optimum level in the presence of hazards.
08.02 01 00 00	**Civil Defense**--Planned learning activities involving the preparation of pupils to meet both man-made and natural disasters. Natural disasters may include tornadoes, floods, blizzards, and hurricanes. Man-made disasters may include fire explosions, large scale air or water pollutants, transportation accidents, construction disasters, and air bombing attacks.

08. HEALTH AND SAFETY EDUCATION, DRIVER EDUCATION, PHYSICAL EDUCATION, AND RECREATION (continued)

08.02 02 00 00 Explosives--The study of various kinds of explosives, including fireworks, flammable liquids and gases, blasting caps, dynamite, rockets, and various types of ammunition. Also emphasized are legal requirements and related safety factors.

08.02 03 00 00 Firearms--The study of the proper use of fireamrs, including knowledge of the gun and its working mechanism, its use in hunting, trap and skeet shooting, marksmanship, and legal requirements related to firearms.

08.02 04 00 00 Fire Safety--The study of fire safety emphasizing subject matter and learning experiences designed to develop desirable attitudes regarding fire prevention and fire waste, and help pupils understand the hazards and benefits of fire, including causes and preventive measures. Consideration is given to various common hazards such as smoking, matches, electricity, heating units, explosive materials, rubbish, outdoor fires, lightning, construction defects, and procedures to be followed in case of fire, e.g., escape plans and fighting fires.

08.02 05 00 00 Holiday and Vacation Safety--A familiarization with and study of hazards as they apply to Halloween, including costumes, tricks and treating, and traffic safety; Christmas, including hazards of shopping, decorating, preparing a safe Christmas tree, and electrical equipment. Other holidays often given attention are Memorial Day (parades, traffic); Fourth of July (fireworks and explosives); Labor Day, Veteran's Day, New Year's Day (drinking and driving); Easter; Yom Kippur (use of candelabra in fire-safe place); Thanksgiving; and Arbor Day (proper and safe use of garden tools).

A study of vacation safety is emphasized, including the constant changing of the environment necessitating more self responsibility due to less supervision than at other times. Frequently considered are playgrounds, parks and camping areas, public places (stores, churches, libraries, theatres), public transportation, excursions, general recreational areas (picnicking) hiking), fishing, bathing and swimming, canoeing, sunburn and exposure, and traffic safety.

08. HEALTH AND SAFETY EDUCATION, DRIVER EDUCATION, PHYSICAL EDUCATION, AND RECREATION (continued)

08.02 06 00 00	Law, Liability, and Responsibility--A study of the legal aspects of safety education including State and local statutes pertaining to the safe operation of schools, curriculum requirements, responsibilities of State and local school administrators, liability suits and liability areas, legal terminology, legal defenses, insurance protection, and teacher and school liability.
08.02 07 00 00	Personal Responsibility in Unsupervised Activities--Learning experiences designed to develop in pupils self responsibility and responsibility for others as they participate in unsupervised activities. Consideration is usually given to the following areas: (1) safe play sites, (2) sportsmanlike conduct, (3) respect for property, (4) places to avoid, (5) strangers, and (6) what to do in case of an accident.
08.02 08 00 00	Safety in the Home--Learning experiences and activities designed to help pupils understand the hazards in and around the home including falls, burns, gas poisoning, poisons, mechanical suffocation, firearms, home workshops, garden tools, and power mowers; electrical fixtures and appliances; treatment of cuts, scratches, and bruises; animals; and engaging a baby sitter.
08.02 09 00 00	Safety in Physical Education and Recreation--Learning experiences and activities designed to develop in pupils an understanding of the hazards in physical education (including sports) and recreational activities; acceptance of responsibility for their own safety and that of fellow participants; and essential knowledge, skills, habits, and attitudes for safe participation. These learning experiences are emphasized as an integral part of instruction in physical education and recreation.
08.02 10 00 00	School Safety--A study of safety in and around the school--on playgrounds, and in halls and stairs, classrooms, and washrooms. Also emphasized in instruction are the responsibilities of the administration, teachers, pupils, custodians, and parents.

08. HEALTH AND SAFETY EDUCATION, DRIVER EDUCATION, PHYSICAL EDUCATION, AND RECREATION (continued)

08.02 11 00 00	Traffic Safety--A study of the basic elements of the traffic problem, including the driver, the roadway, and the vehicle. The basic essentials for the safe and efficient operation of a motor vehicle are considered in the light of attitudes and habits to be developed, and the knowledge and skills to be learned. The traffic safety program is also considered as it relates to:
08.02 11 01 00	Bicycle, Motor Bike, other--Learning activities and experiences concerned with safety factors in bicycling, including selecting a bicycle, keeping a bicycle in proper condition, practices of safe bicycle riding, and community cooperation for safe bicycling. The same learning activities and experiences are applicable to motorcycles, scooters, and motor-driven bicycles.
08.02 11 02 00	Passenger--Learning activities and experiences concerned with safety factors when riding in a passenger car or taxi, a school bus, public conveyance, a train, a boat, and an airplane.
08.02 11 03 00	Pedestrian--Learning activities and experiences concerned with pedestrian practices in traffic, on rural roads and in cities, proper crossing procedures, and obeying traffic signs and signals. Included in instruction are situations where there are no sidewalks, wearing proper clothing, proper routes to and from school, and obeying school traffic patrols.
08.02 11 04 00	Safety Patrol--Learning activities and experiences concerned with the organization, supervision, structure, and functions of various school patrols including traffic, hall or school, school bus, playground, fire drill, and civil defense.
08.02 11 99 00	Other Traffic Safety--Include here other organized subject matter and experiences emphasized in traffic safety which are not listed above. (Specify.)

08.02 12 00 00	Vocational and Occupational Safety--Learning experiences concerned with unsafe working areas and conditions and unsafe personal conduct, including causes and effects. Safety practices are emphasized as related to a wide range of situations, e.g., the handling and storing of a variety of objects, machine operations, use of tools, the environment, fire prevention and protection, on-the-job instruction, accident reporting, rules, and off-the-job accidents.
08.02 13 00 00	Water Safety--Learning experiences and activities designed to provide instruction emphasizing safety in swimming, diving, water sports, skin and scuba diving, handling of small crafts, skiing, surfacing, health precautions, and rescue skills.
08.02 99 00 00	Other Safety Education--Include here other organized subject matter and experiences emphasized in safety education which are not listed above. (Specify.)
08.03 00 00 00	Driver Education--Learning experiences provided by the school for the purposes of helping pupils to become good traffic citizens and to operate motor vehicles safely and efficiently. The typical high school course consists of both classroom instruction and practice driving which provide learning experiences in a dual-control car.
08.03 01 00 00	Alcohol, Drugs, other Harmful Substances and Driving--Learning experiences and activities designed to help pupils understand the effects of harmful substances as they relate to the driving task.
08.03 02 00 00	Characteristics of Drivers--The study of the physical, mental, and emotional characteristics of the driver and their effects upon his driving.
08.03 03 00 00	Development of Judgment--Learning experiences designed for classroom and laboratory instruction dealing with the relationship of vision and perception, knowledge, physical

	laws and their application to formulating judgment, including the analysis of traffic situations and decision making as they relate to drivers of other vehicles and to pedestrians.
08.03 04 00 00	Driving Skills (Behind-the-wheel Driving)--Laboratory experiences planned to help the pupil develop basic skills (and competencies) in starting and stopping, turning, executing special maneuvers, and driving under hazardous conditions involving expressways, parking, open highway driving, and emergency situations.
08.03 05 00 00	Engineering--A study of the functions and responsibilities of the automotive engineer, highway engineer, and traffic engineer.
08.03 06 00 00	Laws and Ordinances of Enforcement--A study of local and State laws and ordinances, the Uniform Vehicle Code, and Model Traffic Ordinances and their relationship to law enforcement.
08.03 07 00 00	Motor Vehicle, The--Learning experiences including laboratory activities concerned with the mechanics of the vehicle, including the power plant, gauges and indicators, and safety and control devices. Also emphasized are the economics of vehicle ownership, trip planning, and the possibility of vocational opportunities.
08.03 08 00 00	Traffic Accidents--A study of the literature, socioeconomic factors, human elements, roads, and vehicles as they relate to the traffic accident problem.
08.03 09 00 00	Traffic Citizenship--Learning experiences and activities concerned with the driver's responsibility to other drivers and highway users, to himself, to the community, and to the support of public officials.

08. HEALTH AND SAFETY EDUCATION, DRIVER EDUCATION, PHYSICAL EDUCATION, AND RECREATION (continued)

08.03 99 00 00 Other Driver Education--Include here other organized subject matter and experiences emphasized in driver education which are not listed above. (Specify.)

08.04 00 00 00 Physical Education--Organized, sequential, and systematic application of the concepts and principles of the art and science of human movement through the teaching-learning medium of physical activities. The types of planned movement experiences are organized under various descriptive titles such as Adapted Physical Education, Aquatics; Body Dynamics; Dance, Rythms, and Dramatic Activities; Group Games, Contests, and Relays; Individual and Dual Sports; Outdoor Recreational Activities; Stunts, Tumbling, and Gymnastics; and Team Sports. With movement as its central focus, physical education is directed primarily to:

a. The pupil's ability and capability to move;

b. The use he makes of his movement ability for essential purposes such as survival, health maintenance and improvement, fitness, education for leisure, communication, and expression; and

c. The relationship of his movement to his physical and social environment and to other aspects of his total growth and development.

In the area of physical education several classified items are not defined because of their obvious and well-understood meaning, e.g., Baseball, Basketball, Football, Water Games, and Folk Dance.

08.04 01 00 00 Adapted Physical Education--Planned, diversified, and highly personalized physical activities suited to the special needs of pupils having atypical physical, mental, and/or behavioral conditions of temporary or enduring nature, and who may not safely or successfully participate unrestrictedly in the vigorous activities of the regular instructional program of physical education.

08.04 02 00 00 Aquatics--Organized activities, in or on the water, designed to provide opportunities for pupils to experience

	activities such as swimming, diving, lifesaving, synchronized swimming, water games, handling small crafts, skin and scuba diving, waterskiing, and surfing. (The following items are not defined because of their being commonly understood.)
08.04 02 01 00	Diving
08.04 02 02 00	Lifesaving
08.04 02 03 00	Skin and Scuba Diving
08.04 02 04 00	Small Crafts
08.04 02 05 00	Surfing
08.04 02 06 00	Swimming
08.04 02 07 00	Synchronized Swimming
08.04 02 08 00	Water Games
08.04 02 09 00	Water skiing
08.04 02 99 00	Other Aquatics--Include here other organized subject matter and experiences emphasized in aquatics which are not listed above. (Specify.)
08.04 03 00 00	Body Dynamics--Planned physical activities based primarily on the pupil's special needs and desires for self-discovery, self-evaluation, self-direction, and self-management in maintaining, motivating, and improving his general level of total fitness and achievement of better performance in special tasks and in daily living. These activities include Conditioning Exercises, Fundamental Movements, Individual Self-testing Events, and Posture Education.
08.04 03 01 00	Conditioning Exercises--Activities involving invented, nonplayful, systematic movements--individually or teacher-directed--designed specifically to strengthen muscle groups, prepare the body for more strenuous effort, or improve efficiency of performance and appearance. Specific kinds of

movement experiences include calisthentics or free exercises, weight training, and exercises with specialized equipment or apparatus.

08.04 03 02 00 Fundamental Movements--Planned experiences involving a series of basic, natural movements, common to all physical activities such as creeping, crawling, walking, running, hopping, skipping, leaping, jumping, throwing, and climbing.

08.04 03 03 00 Individual Self-testing Events--Physical activities concerned with measurable and scorable events, based on the pupil's desire to test his own physical abilities in the elements or specific skills of sports and games, e.g., the football throw and kick for distance and accuracy, the baseball throw for strikes and distance, baskets per minute with the basketball, and the volley ball serve for accuracy.

08.04 03 04 00 Posture Education--The study of the mechanics of the body and the most efficient and aesthetic patterns of body alignment and performance in a variety of daily activities, including the relationship of balance, strength, flexibility, agility, and proper clothing and environmental factors to efficient postures in physical activity, work, rest, and relaxation.

08.04 03 99 00 Other Body Dynamics--Include here other organized subject matter and experiences emphasized in body dynamics not listed above. (Specify.)

08.04 04 00 00 Dance, Rhythms, and Dramatic Activities--Activities which are imitative or creative expressions of movement designed to communicate ideas and feelings. A wide variety of rhythmic, space, and movement patterns are involved, including:

08.04 04 01 00 Dance (Physical Education)--Organized activity performed by pupils, alone or with others, in patterns of sequential movements in rhythm, usually accompanied by music. Various types of dance are organized under such descriptive titles as folk, square, modern, and social.

08.04 04 01 01	Folk Dance
08.04 04 01 02	Modern Dance
08.04 04 01 03	Social Dance
08.04 04 01 04	Square Dance
08.04 04 02 00	Rhythms--Organized activities, usually comprised of singing games and the performance of the fundamental movements in a variety of tempos and space patterns, with musical accompaniment.
08.04 04 03 00	Dramatic Activities--Activities designed to be imitative or creative in nature with or without the use of music. Activities include folk festivals, free play, mimetics, pageantry, and story plays.
08.04 04 03 01	Folk Festival
08.04 04 03 02	Free Play
08.04 04 03 03	Mimetics
08.04 04 03 04	Pageantry
08.04 04 03 05	Story Play
08.04 04 03 99	Other Dramatic Activities--Include here other organized subject matter and experiences emphasized in dramatics which are not listed above. (Specify.)
08.04 05 00 00	Group Games, Contests, and Relays--Planned developmental activities which provide opportunities for physical interactions among pupils in either cooperative or competitive situations. The activities are developed on a progressive and sequential basis from the very simple to the complex, and include duck-in-the-pond, dodge ball,

	partner tag, chicken fight, Indian wrestling, tug-o-war, and various types of relays.
08.04 06 00 00	Individual and Dual Sports--Planned physical activities, with high carry-over possibilities for lifetime use, generally involving participation by one or two pupils competing against one or two pupils in the same activity according to predetermined rules. Such activities include the following, which are not defined here because of their obvious and well-understood meanings.
08.04 06 01 00	Archery
08.04 06 02 00	Badminton
08.04 06 03 00	Bowling
08.04 06 04 00	Fencing
08.04 06 05 00	Golf
08.04 06 06 00	Handball
08.04 06 07 00	Tennis
08.04 06 08 00	Track and Field
08.04 06 09 00	Wrestling
08.04 06 99 00	Other Individual and Dual Sports--Include here other organized subject matter and experiences emphasized in individual and dual sports which are not listed above. (Specify.)
08.04 07 00 00	Outdoor Recreational Activities--Planned learning experiences which are usually organized as noncompetitive, voluntary, out-of-door diversions conducted in a natural setting, often away from the school environment. Among such activities are the following, which are not defined here because of their obvious and well-understood meanings.
08.04 07 01 00	Camping

08.04 07 02 00	Fishing
08.04 07 03 00	Ice Skating
08.04 07 04 00	Orienteering
08.04 07 05 00	Riding
08.04 07 06 00	Skin and Scuba Diving
08.04 07 07 00	Small Crafts
08.04 07 07 01	Boating
08.04 07 07 02	Canoeing
08.04 07 07 03	Rowing
08.04 07 07 04	Sailing
08.04 07 07 99	Other Small Crafts--Include here other organized subject matter and experiences emphasized in small crafts which are not listed above. (Specify.)
08.04 07 08 00	Snowskiing
08.04 07 09 00	Surfing
08.04 07 10 00	Waterskiing
08.04 07 99 00	Other Outdoor Recreational Activities--Include here other organized subject matter and experiences emphasized in outdoor recreational activities which are not listed above. (Specify.)
08.04 08 00 00	Stunts, Tumbling, and Gymnastics--A series of activities designed to provide the pupil an opportunity to perform formal movements in various combinations, and to create new movements while participating in activities such as balancing, building pyramids, performing novel antics and actions as an individual, with a partner, or in a group. Such activities involve vaulting over various apparatus and exercising on mats, parallel bars, a horizontal bar, rings, ropes, the side horse, or

	trampoline. Among the activities are the following, which are not defined here because of their obvious and well-understood meanings.
08.04 08 01 00	Balancing
08.04 08 02 00	Building Pyramids
08.04 08 03 00	Parallel Bars
08.04 08 04 00	Horizontal Bars
08.04 08 05 00	Rings
08.04 08 06 00	Ropes
08.04 08 07 00	Side Horse
08.04 08 08 00	Trampoline
08.04 08 99 00	Other Stunts, Tumbling, and Gymnastics--Include here other organized subject matter and experiences emphasized in stunts, tumbling, and gymnastics which are not listed above. (Specify.)
08.04 09 00 00	Team Sports--Planned physical activities involving relatively complex rules and strategy in which success is partially determined by the degree of group cooperation in competing successfully against comparable opponents in the same activity according to predetermined rules. Such learning experiences and activities include the following which are not defined here because of their obvious and well-understood meanings.
08.04 09 01 00	Baseball
08.04 09 02 00	Basketball
08.04 09 03 00	Cross Country
08.04 09 04 00	Field Hockey
08.04 09 05 00	Football

08.04 09 06 00	Ice Hockey
08.04 09 07 00	Lacrosse
08.04 09 08 00	Soccer
08.04 09 09 00	Softball
08.04 09 10 00	Speed-a-way
08.04 09 11 00	Speedball
08.04 09 12 00	Volley Ball
08.04 09 13 00	Water Polo
08.04 09 99 00	Other Team Sports--Include here other organized subject matter and experiences emphasized in team sports which are not listed above. (Specify.)
08.04 99 00 00	Other Physical Education--Include here other organized subject matter and experiences emphasized in physical education which are not classifiable or listed above. (Specify.)
08.05 00 00 00	Recreation--Subject matter and experiences organized as an integral part of both the planned instructional program and the cocurricular and recreational program. When these activities are taught in areas such as science, music, physical education, English (language arts), or mathematics, they are part of the instructional program. When they are voluntary, school sponsored and supervised, and generally not for credit, they become part of the cocurricular and recreational activities program. The following recreational and cocurricular activities are frequently emphasized. (Outdoor Recreation, Performing Arts, Drama, Music, Physical Recreation, and Voluntary Service are not defined because of their obvious and well-understood meanings.)
08.05 01 00 00	Arts and Crafts--Instruction designed to provide pupils with opportunities for creative expression and communication in which one's hands are used to translate culture and personality into objects of reality for personal satisfaction, and to develop an appreciation for

well-designed objects, e.g., sculpturing, weaving, pottery-making, whittling, metalworking, leathercraft, and clay modeling.

08.05 02 00 00 Communicative Arts--Reading, writing, speaking, and language activities which offer both personal enjoyment and creative experiences, e.g., the Great Books Program, reading for others, personal improvement reading, business and letter writing, creative and technical writing, poetry, public speaking, foreign language clubs, and discussion groups.

08.05 03 00 00 Hobbies--Recreation activities which are happily pursued with great interest over a sustained period of time. Although basically an individual pursuit, they can and often do lead to group and club participation. Hobbies are as varied as the field of human interest and experience but usually can be encompassed under four categories: collecting (coins, stamps, insects, autographs); creating (writing, home mechanics, gardening, painting, designing, photography); educational (astronomy, ornithology, mineralogy, horticulture); and performing (sports, music, hiking).

08.05 04 00 00 Outdoor Recreation

08.05 05 00 00 Performing Arts

08.05 05 01 00 Dance--A form of expression through movement in response to rhythm. Through a variety of forms it is planned to provide pleasure and satisfaction as a social and creative activity, e.g., folk, square, social, modern, mixers, creative rhythms, tap, clog, and ballet. It may be conducted on an individual or group basis.

08.05 05 02 00 Drama

08.05 05 03 00 Music

08. HEALTH AND SAFETY EDUCATION, DRIVER EDUCATION, PHYSICAL EDUCATION, AND RECREATION (continued)

08.05 05 99 00	Other Performing Arts--Include here other organized subject matter and experiences emphasized in performing arts which are not listed above. (Specify.)
08.05 06 00 00	Physical Recreation
08.05 07 00 00	Voluntary Service
08.05 99 00 00	Other Recreation--Include here other organized subject matter and experiences emphasized in recreation which are not listed above. (Specify.)

HOME ECONOMICS

09.00 00 00 00

Home economics comprises the group of related courses or units of instruction organized for purposes of enabling pupils to acquire knowledge and develop understanding, attitudes, and skills relevant to (a) personal, home, and family life, and (b) occupational preparation using the knowledge and skills of home economics. The subject matter of home economics includes, in addition to that which is unique to the area, concepts drawn from the natural and social sciences and the humanities. The following descriptive headings identify the various aspects of home economics.

09.01 00 00 00	Homemaking: Preparation for Personal, Home, and Family Living--The courses or units of instruction in home economics which emphasize acquisition of knowledge and the development of understanding, attitudes, and skills relevant to personal, home, and family life in the areas described below.
09.01 01 00 00	Comprehensive Homemaking or Home Economics--Instruction which derives subject matter from a combination of the various areas of homemaking (as described by the items listed below) and emphasizes basic principles and interrelationships among these areas.
09.01 02 00 00	Child Development--The study of children--their physical, mental, emotional, and social growth and development--and their care and guidance. In practice, subject matter draws on aspects of the social and biological sciences.
09.01 03 00 00	Clothing and Textiles--The study of clothing and textiles, including the significance of these to the individual and family, and the nature, acquisition, and uses of textiles and clothing products. The course subject matter usually provides for planned experiences in the selection, construction, maintenance, and alteration of clothing and other textile products.

09. HOME ECONOMICS (continued)

09.01 04 00 00	Consumer Education--(For definition see 15.05 00 00 00 Consumer Education under SOCIAL SCIENCES/SOCIAL STUDIES.) Emphasis in home economics will be on consumer education as it relates to management of a home and to the welfare of family members.
09.01 05 00 00	Family Health--The study of related aspects of health in family living with special emphasis on nutrition, creative homemaking and emotional health, the relationship of the health of an individual to the well-being of the family, the prevention of illness, and the management involved in caring for the ill and convalescent in the home.
09.01 06 00 00	Family Relations--The study of the nature, functions, and significance of human relationships in the family. The subject matter includes concepts and principles related to various family living conditions, the establishment and maintenance of relationships, and the preparation for marriage and family life. These designated aspects of family relationships emphasize the universality of families, the uniqueness of individuals and families, the development and socialization of the individual, and meeting the variety of needs and interests of family members.
09.01 07 00 00	Foods and Nutrition--The study of food and its role in personal and family living, including the basic principles of health, food management, and economics. In practice, emphasis is frequently placed on meal management as a means to gaining understanding of the significance of food and the nature of food and its preparation for individuals and families.
09.01 08 00 00	Home Management--The study of the complexities and processes involved in formulating goals, making decisions, and effectively using and controlling human and other resources for establishing and maintaining a home and family. The subject matter provides for a variety of home management considerations, such as the societal and economic influences on individual and family management, values, goals and standards, family economics, and the organization of activities in the home.

09. HOME ECONOMICS (continued)

09.01 09 00 00	Housing and Home Furnishings--The study designed to develop judgment needed for creating a favorable environment for family living. Attention is given to a complex of housing and home furnishing considerations including the influence of housing on people; types and costs of housing; interior design; the care, maintenance, and improvement of homes and furnishings; and the relation of resources to family needs.
09.01 99 00 00	Other Homemaking--Include here other organized subject matter emphasized in homemaking which is not listed above. (Specify.)
09.02 00 00 00	Occupational Preparation--The courses or units of instruction in home economics emphasizing the pupil's acquisition of knowledge and the development of understanding, attitudes, and skills relevant to occupational preparation and the utilization of specialized knowledge and skills of home economics. Learning activities and experiences are organized to enable pupils to develop competencies essential for entry into their chosen occupation or to acquire new or additional competencies for upgrading their occupational proficiency. Subject matter is coordinated with appropriate field, laboratory, and work experience. Occupations include those which provide (1) services to families in the home and similar services to others in group situations; (2) assistance to professional home economists and professionals in fields related to home economics in industries, agencies, and organizations; and (3) other services and/or assistance directly related to one or more home economics subject matter areas.
09.02 01 00 00	Care and Guidance of Children--Preparation for various kinds of employment related to child care centers and young children, e.g., assisting directors of child day-care centers or nursery schools, assisting with activities on playgrounds and in recreation centers, and caring for children in stores and airports.

09. HOME ECONOMICS (continued)

09.02 02 00 00	Clothing Management, Production, and Services--Preparation for employment concerned with clothing and textiles, e.g., fitting and altering readymade garments, custom tailoring and dressmaking, laundry-dry cleaning work, demonstration work, and technical work in business and industry.
09.02 03 00 00	Food Management, Production, and Services--Preparation for various kinds of employment related to institutional and commercial food services. Employment may include workers and supervisors in hospitals, child day-care centers, homes for the elderly, and school lunch programs, and demonstrators and technicians in the food industries.
09.02 04 00 00	Home Furnishings, Equipment, and Services--Preparation for various kinds of employment related to home furnishings and/or equipment. It includes assisting purchasers in the selection of suitable home furnishings and/or equipment, assisting interior decorators, and custom-making of curtains, draperies, slip covers, and similar items.
09.02 05 00 00	Institutional and Home Management and Supporting Services--Preparation for various kinds of employment concerned with providing public housing services to homemakers, and housekeeping services. These include hotel and motel housekeeping, homemaker services, institutional housekeeping, and assistants to homemakers and management aides in public housing.
09.02 99 00 00	Other Occupational Preparation--Include here other aspects of occupational preparation not included above. (Specify.)
09.99 00 00 00	Other Home Economics--Include here other organized subject matter and experiences emphasized in home economics which are not listed above or classifiable in one of the above major categories. (Specify.)

INDUSTRIAL ARTS

10.00 00 00 00

Industrial Arts is the body of related subject matter, or related courses, organized for the development of understanding about the technical, consumer, occupational, recreational, organizational, social, historical, and cultural aspects of industry and technology. Learning experiences involve activities such as experimenting, designing, constructing, evaluating, and using tools, materials, and processes which provide opportunities for creativity and problem solving.

10.01 00 00 00	**Construction--The study of the technology and the socioeconomic contributions of those industries concerned with residential, industrial, and transportation structures. Learning activities, which are usually centered around scaled structures, involve research, design, engineering, masonry, carpentry, electricity, and plumbing.**
10.02 00 00 00	**Crafts (Industrial)--A category of information and skills concerned with handcrafts and the craft industry, including the tools, materials, processes, projects, and occupations of the industry. Subject matter and learning experiences are organized under various descriptive titles such as Art Metals, Ceramics, Crafts (Industrial), Industrial Crafts, Leather, Textiles, and other crafts (industrial).**
10.02 01 00 00	**Art Metals--The study of metals which are used in the manufacture or fabrication of ornamental products. Learning experiences generally include experimenting, designing, constructing, and evaluating art metal products.**
10.02 02 00 00	**Ceramics--The study of the tools, materials, and industrial processes involved in the manufacture of products made from nonmetallic resources such as rocks, clay, glass, and sand, and the various types and uses of ceramic products. Learning experiences generally include experimenting, designing, constructing, and evaluating ceramic products.**

10.02 03 00 00	Crafts (Industrial)--The study of craft industries including the tools and processes used to produce craft products from a wide variety of materials such as ceramics, leather, rocks, fibers, metals, and woods. Learning experiences generally include experimenting, designing, constructing, and evaluating useful products with emphasis on industrial applications.
10.02 04 00 00	Industrial Crafts--See Crafts (Industrial).
10.02 05 00 00	Leather--The study of leather and related materials including the tools and processes used to produce leather products. Learning experiences generally include experimenting, designing, constructing, and evaluating products.
10.02 06 00 00	Textiles--The study of the tools, materials, and processes used in the textile industry including the source, preparation, and applications of fibers. Learning experiences generally include experimenting, designing, weaving, and evaluating products made of a variety of fibers.
10.02 99 00 00	Other Crafts (Industrial)--Include here other organized subject matter and learning situations emphasized in crafts which are not listed above. (Specify.)
10.03 00 00 00	Drafting--A category of information and skills concerned with conveying ideas or illustrations graphically through drawings, charts, sketches, maps, and graphs, and the related factors such as the role of drafting in history and industry. Subject matter and learning experiences are organized under various descriptive titles such as Architectural Drafting, Descriptive Geometry, Drafting, Drafting Technology, Engineering Drawing, Industrial Design, Mechanical Drawing, Technical Illustration, and other drafting.
10.03 01 00 00	Architectural Drafting--The study of the means of communicating, through lines and symbols, information about buildings. Learning activities include the development of preliminary sketches, plans, elevations,

10. INDUSTRIAL ARTS (continued)

	sections, and detail drawings and the study of architectural design, the history of structures, building ordinances, and building materials.
10.03 02 00 00	Descriptive Geometry--The study of the representation of points, lines, and surfaces by accurate orthographic drawing and the graphical solution of problems according to form and position in space.
10.03 03 00 00	Drafting--The study of the communication of ideas through drawings, sketches, charts, graphs, and maps. Learning experiences include the development of skills through the use of drafting instruments involved in lettering, sketching, geometric construction, orthographic and pictorial drawing, auxiliaries, sections, and working drawings.
10.03 04 00 00	Drafting Technology--The study of graphic representation with special emphasis on technical requirements, specifications, and standards.
10.03 05 00 00	Engineering Drawing--A study of the communication of ideas through lines, symbols, and drawings depicting the mechanical details associated with machine parts, including machine design. Learning activities involve the use of technical drawing instruments and techniques.
10.03 06 00 00	Industrial Design--The study of industrial products with special consideration being given to (1) esthetics and the appropriate use of industrial materials and processes, and (2) their value to society. Learning activities involve the development of skills and creative abilities in the use of media for conveying ideas graphically.
10.03 07 00 00	Mechanical Drawing--A study of the communication of ideas through lines, symbols, and drawings. Learning activities involve the use of technical drawing instruments to convey ideas graphically, e.g., orthographic projection, pictorial views, and assembly drawings.

10.03 08 00 00 Technical Illustration--The study of the techniques of presenting information graphically, including schematics, sections, exploded views, and other techniques which illustrate or clarify verbal or written description.

10.03 99 00 00 Other Drafting--Include here other organized subject matter and learning situations emphasized in drafting which are not listed above. (Specify.)

10.04 00 00 00 Electricity/Electronics--A category of information and skill concerned with electrical energy including theory, applications, and control as they relate to electrically powered equipment, to various kinds of communications equipment, and to related factors such as occupations, economics, and consumer information. Subject matter and learning experiences are organized under various descriptive titles such as Electricity, Electricity/Electronics, Electronics, and other electricity/electronics.

10.04 01 00 00 Electricity--The study of sources, measurement, control, and applications of electrical energy as used for heating, power, and illumination, as well as some elementary aspects of the use of electrical energy for communication as in devices such as the telegraph, telephone, and radio. Learning activities include demonstration of, experimenting with, designing, constructing, and testing electrical devices.

10.04 02 00 00 Electricity/Electronics--The study of sources, measurement, control, and applications of electrical energy in devices such as those used in heating, power, and illumination, as well as those used in communications, e.g., the telegraph, telephone, radio, television, radar, and computers. Learning activities include demonstration of, experimenting with, designing, constructing, and testing electrical devices.

10.04 03 00 00 Electronics--The study of the measurement, control, and applications of electrical energy in devices used for communication such as the telegraph, telephone, radio, television, radar, and computers. Learning activities include demonstration of, experimenting with, designing, constructing, and testing electrical devices.

10.04 99 00 00	Other Electricity/Electronics--Include here other organized subject matter and learning situations primarily related to and emphasized in electrical energy which are not listed above. (Specify.)
10.05 00 00 00	Elementary School Industrial Arts--That phase of the elementary school curriculum which provides the child with opportunities for exploration, manipulation, experimentation, and planning the use of tools, materials, and techniques appropriate to converting materials to serve useful purposes. Planned activities and experiences include (1) the construction of projects related to and reinforcing the elementary school subject matter, and projects related to recreational and personal purposes; and (2) a study of industry with emphasis on its organization, materials, processes, occupations, products, and problems, and their effect on man's past and present cultures.
10.06 00 00 00	General Industrial Arts (Formerly General Shop)--The study of two or more separate and somewhat distinct aspects of industry and technology. Learning experiences involve activities such as experimenting, designing, constructing, evaluating, and using a variety of tools, materials, and processes.
10.07 00 00 00	Graphic Arts---The study of information and skills concerned with graphic reproduction, as well as related factors such as occupations, economics, and consumer information. Subject matter and learning experiences are organized under various descriptive titles such as Graphic Arts, Photography, Photolithography (Photo-offset-lithography or Offset), Printing, and other graphic arts.
10.07 01 00 00	Graphic Arts--The study of tools, materials, and processes of the printing industry involving block printing, intaglio printing, letterpress printing, lithography, photography, rubber stamp construction, silk screen printing, thermography, type composition, and binding. Learning experiences include designing, composing, printing, and evaluating reproduction techniques, and the study of history, economics, occupations, and consumer information related to the printing industry.

10.07 02 00 00	Photography--The study of the tools, materials, and processes used in photography with emphasis on industrial uses. Learning activities include experiences using cameras, developing negatives, and making contact prints, enlargements, and mountings.
10.07 03 00 00	Photolithography (Photo-offset-lithography or Offset)--The study of the technology of graphic reproduction from a flat surface or plate prepared photomechanically. Learning experiences include design, hot and/or cold composition, paste-up, camera and dark room techniques, platemaking, and offset presswork.
10.07 04 00 00	Printing--The study of the industry and technology involved in graphic reproduction from an inked surface--relief, intaglio, or flat. Activities include design, composition, imposition, press work, and bindery.
10.07 99 00 00	Other Graphic Arts--Include here other organized subject matter and learning situations emphasized in graphic arts which are not listed above. (Specify.)
10.08 00 00 00	Home Mechanics--The study of the tools, materials, and processes involved in the upkeep and repair of the home, its equipment, and devices. Learning activities are centered around typical problems encountered by the home owner and include simple maintenance, repairs, and construction.
10.09 00 00 00	Industrial Arts Mathematics--(For definition see 11.05 03 00 00 Shop Mathematics under MATHEMATICS.)
10.10 00 00 00	Industrial Arts Science (Applied Chemistry)--A body of selected subject matter which is sometimes referred to as Practical or Industrial Chemistry. The subject matter is introductory in nature and is designed primarily for nonscience-oriented pupils in vocational and technical instructional programs. It is usually descriptive, less quantitative, and less theoretical than other chemistry courses. The topics are technological in orientation and

are usually selected for applications in industry and technology. (See also Major Aspects of the Physical Sciences, 13.03 00 00 00 Physical Sciences, under NATURAL SCIENCES.)

10.11 00 00 00 Industrial Arts Science (Applied Physics)--A technologically or industrially oriented physics course in which the subject matter is less quantitative and theoretical than regular secondary school physics. Although laboratory exercises are an important part of the course they are usually more of the "follow-the-direction" type having practical applications. Applied physics is sometimes offered in junior college, technical, and vocational education instructional programs. (See also Major Aspects of the Physical Sciences, 13.03 00 00 00 Physical Sciences under NATURAL SCIENCES.)

10.12 00 00 00 Industrial Materials and Processes--A category of information and skills concerned with industrial-technical materials and processes including their properties and utilization as they are fabricated into usable products. Subject matter and learning experiences are organized under various descriptive titles such as Fluid Power, Industrial Materials, Industrial Materials and Processes, Industrial Processes, Instrumentation, Numerical Control, and other industrial materials and processes.

10.12 01 00 00 Fluid Power--The study of hydraulics and pneumatics, including power conversion, transmission, and utilization in both stationary and mobile installations.

10.12 02 00 00 Industrial Materials--The study, analysis, and testing of industrial materials, e.g., metals, hydrocarbons, wood, finishes, plastics, and earth materials, chemical composition, physical and mechanical properties, fabrication limitations, and performance when exposed to a normal industrial and commercial environment.

10.12 03 00 00 Industrial Materials and Processes--The study of the properties and utilization of industrial materials as they are fabricated into usable products, including a study of the utilization and control of the power necessary to efficiently process materials.

10. INDUSTRIAL ARTS (continued)

10.12 04 00 00	Industrial Processes--The study of the methods whereby industrial materials are fabricated by hand, machine, and automated equipment to produce usable products.
10.12 05 00 00	Instrumentation--The study of devices necessary to observe and control both manufacturing processes and the performance of mechanical and electrical machinery, including the science of measurement as well as the conversion and recording of physical, chemical, and mechanical state and condition into sensible information.
10.12 06 00 00	Numerical Control--The study of industrial automation in which specific commands to perform desired machine tool operations are supplied to the machine control mechanisms by means of information previously programmed by punched card, punched tape, or magnetic tape.
10.12 99 00 00	Other Industrial Materials and Processes--Include here other organized subject matter and learning situations primarily related to and emphasized in industrial materials and processes which are not listed above. (Specify.)
10.13 00 00 00	Manufacturing--The study of the technology and the socioeconomic contributions of industries concerned with the creation of durable consumer products. Learning experiences are developed around functions or concepts of industry and include research and experimentation, product design and development, fabrication (custom and mass), packaging, and distribution.
10.14 00 00 00	Metals--A category of information and skills concerned with metals including the products manufactured from metals; the technology employed in the production, processing, and use of metals; and related factors such as occupations, economics, and consumer information. Subject matter and learning experiences are organized under various descriptive titles such as Metals, Metal Machining (Metal Shop), Metal Technology, Sheet Metal, Welding, and other metals.

10. INDUSTRIAL ARTS (continued)

10.14 01 00 00	Metals--The study of the tools, materials, and processes used in several facets of the metals industries. Learning experiences generally include experimenting, designing, fabricating, forming, and evaluating metals and metal products.
10.14 02 00 00	Metal Machining (Metal Shop)--The study of the operations and related information concerned with the shaping of metals by machine.
10.14 03 00 00	Metal Technology--The study of the problems and operations involved in the transformation of metal into usable products with special emphasis on technical information, qualities, specifications, and standards. Learning experiences include experimenting, creating, designing, constructing, and evaluating metal products.
10.14 04 00 00	Sheet Metal--The study of the operations, problems, and related information concerned with forming and fabricating sheet metal products.
10.14 05 00 00	Welding--The study of the operations used in cutting and fabricating metal products by welding techniques.
10.14 99 00 00	Other Metals--Include here other organized subject matter and learning situations primarily related to and emphasized in metals which are not listed above. (Specify.)
10.15 00 00 00	Plastics--A category of information and skills concerned with the production, processing, and uses of plastics, and related factors such as occupations, economics, and consumer information. Subject matter and learning experiences are organized under various descriptive titles such as Plastics, Plastics Technology, and other plastics.
10.15 01 00 00	Plastics--The study of the tools, materials, and processes used in several facets of the plastics industry. Learning experiences include experimenting, designing, machining, fabricating, forming, and evaluating plastics and plastic products.

10.15 02 00 00	Plastics Technology--The study of the problems and operations involved in the manufacture and transformation of plastics into usable products with special emphasis on technical information, qualities, specifications, and standards. Learning experiences include experimenting, creating, designing, fabricating, forming, and evaluating plastic products.
10.15 99 00 00	Other Plastics--Include here other organized subject matter and learning situations primarily related to and emphasized in plastics which are not listed above. (Specify.)
10.16 00 00 00	Power and Automotive Mechanics--A category of information and skills concerned with the various forms of power, including its generation, transmission, and utilization. Subject matter and learning experiences are organized under various descriptive titles such as Automotive Mechanics, Power and Automotive Mechanics, Power Mechanics, Transportation, and other power and automotive mechanics.
10.16 01 00 00	Automotive Mechanics--The study of the operating principles, design, construction, maintenance, and repair of automobiles and similar power sources, including developing understanding of related physical and chemical principles.
10.16 02 00 00	Power and Automotive Mechanics--The study of the technology involved in harnessing and controlling power, including its source, generation, transmission, and utilization, with specific emphasis on the automobile as a device of power conversion, transmission, and utilization.
10.16 03 00 00	Power Mechanics--The study of the development, transmission, and utilization of power, including the theory, maintenance, and servicing of machines and devices for the conversion of power into useful forms. Methods and devices for the transmission of power and output machinery for utilizing power are emphasized.

10.16 04 00 00 Transportation--The study of operating principles, design, construction, maintenance, and repair of transportation devices, e.g., automobiles, airplanes, trains, and boats, including an understanding of related physical and chemical principles.

10.16 99 00 00 Other Power and Automotive Mechanics--Include here other organized subject matter and learning situations primarily related to and emphasized in power and automotive mechanics which are not listed above. (Specify.)

10.17 00 00 00 Research and Development--The study of industrial-technical problems, including provisions for individual or group investigations of problems and opportunities to evaluate their solutions by designing, constructing, and testing projects.

10.18 00 00 00 Service Industries--The study of the technology of industries concerned with the maintenance and repair of consumer and/or industrial products. Learning experiences involve diagnosing, adjusting, replacing, rebuilding, installing, testing, or refinishing these products. Usually, the problems of small service business management and human relations are included for study.

10.19 00 00 00 Woods--A category of information and skills concerned with woods, including various manufactured wood products, the technology employed in the manufacture and construction of products using woods, and related factors such as occupations, economics, and consumer information. Subject matter and learning experiences are organized under various descriptive titles such as Woods, Woods Technology, and other woods.

10.19 01 00 00 Woods--The study of the tools, materials, and processes used in the woods industries. Learning experiences usually include experimenting with, designing and constructing wood products, and evaluating woods and wood products, using the tools, materials, and processes related to these industries. The study of such factors as techniques, economics, and consumer information relating to these industries are emphasized.

10. INDUSTRIAL ARTS (continued)

10.19 02 00 00	Woods Technology--A study of the woods manufacturing industries and the technology involved in the construction of buildings and the manufacture of articles made from wood and wood products. Learning experiences include experimenting with, designing, constructing, operating, and evaluating industrial tools, processes, forest products, and related synthetic materials.
10.19 99 00 00	Other Woods--Include here other organized subject matter and learning situations primarily related to and emphasized in woods which are not listed above. (Specify.)
10.99 00 00 00	Other Industrial Arts--Include here other organized subject matter and learning situations emphasized in industrial arts which are not listed or classifiable in one of the above major categories. (Specify.)

MATHEMATICS

11.00 00 00 00

Mathematics comprises the body of related subject matter, or the body of related courses, organized for carrying on learning experiences concerned with the science of relations existing between quantities (magnitude) and operations and the science of methods used for deducing from other quantities, known or supposed, the quantities sought. Included under this heading are the items of information which identify various subjects in the mathematics subject area.

11.01 00 00 00 Elementary-school Mathematics (K-6)--Mathematics subject matter, designed for the elementary school, which usually is concerned with the study of various aspects of arithmetic, informal algebra, and informal geometry. An overall goal is understanding accompanied by reasonable efficiency in both the computational and applicational phases of mathematics. Toward this end certain emphases permeate all topics and all grade levels. Among these are (1) the use of manipulative and pictured materials to clarify ideas and to build meanings; (2) recognition of the role of mathematics in real life and its use in problem solving situations; (3) the rationale of the decimal numeration system and of the algorithms of the operations; (4) the relationships which exist within a single operation, between two operations, and among the four operations; (5) the continuous development of the concepts which are basic to any topic studied, from the simplest beginnings to whatever extensions and expansions are consistent with the learner's ability to comprehend; (6) provision for prerequisite learnings for later topics; (7) the use of methods which will interest, stimulate, and motivate the child; and (8) appropriate adjustments for variations in the abilities of pupils.

In practice, the subject matter usually is organized on a spiral plan. By means of this plan pupils study the same subject-matter topic two or more years or grade placement levels, each time at a higher level of difficulty. Generally included in the K-6 mathematics program are the following topics:

11.01 00 00 01	Sets, number, numerals
11.01 00 00 02	Cardinal number, ordinal number

11. MATHEMATICS (continued)

11.01 00 00 03	Place value as related to numeration systems with emphasis on the decimal system
11.01 00 00 04	Number systems: whole numbers, integers, and rationals
11.01 00 00 05	Basic operations: addition, subtraction, multiplication, division, and factoring (e.g., halving)
11.01 00 00 06	Variables: frames, letters, and other symbols
11.01 00 00 07	Properties of operations on: whole numbers, integers, and rationals
11.01 00 00 08	The rationale of computation: algorithms involving whole and rational numbers
11.01 00 00 09	Ratio: proportion, percent
11.01 00 00 10	Prime and composite numbers: factors and multiples
11.01 00 00 11	Order relations: equality and inequality
11.01 00 00 12	The number line
11.01 00 00 13	Measurement, e.g., units of measurement, nature of measurement, length, area, perimeter, and volume
11.01 00 00 14	Informal geometry, e.g., form and pattern as observed in the physical world, intuitive development of such concepts as geometrical point, line, line segment, ray, angle, simple closed curve, plane, polygons, and space figures
11.01 00 00 15	Informal algebra: number sentences, formulas, graphing, and a number line
11.01 00 00 99	Other Elementary School Mathematics Topics--Include here other topics emphasized in elementary-school mathematics which are not listed above. (Specify.)

11.02 00 00 00 Mathematics (7th and 8th grades)--Mathematics subject matter designed for the junior high school and concerned with extending the various aspects of arithmetic, algebra, and informal geometry taught in the elementary school. There are also more advanced topics introduced on an informal basis. Emphasis is on(a) expanding the topics studied in the elementary school and introducing advanced topics consistent with the learners' ability to comprehend,(b) the application of mathematics,(c) methods of problem solving, and(d) metric and nonmetric geometry.

11.02 01 00 00	Arithmetic--The following topics in arithmetic are usually included in mathematics for grades 7 and 8:
11.02 01 00 01	System of numeration in base ten, possibly contrasting it with other bases
11.02 01 00 02	Rationale of the computational processes
11.02 01 00 03	Nature and properties of the systems of numbers, e.g., natural numbers, whole numbers, integers, rational numbers, and real numbers
11.02 01 00 04	Representation of numbers by terminating and nonterminating decimal fractions
11.02 01 00 05	Very large and very small numbers, scientific notation, approximation, and precision
11.02 01 00 06	Ratios, proportions, and percents
11.02 01 00 99	Other Arithmetic Topics--Include here other topics emphasized in arithmetic for grades 7 and 8 which are not listed above. (Specify.)
11.02 02 00 00	Geometry--The following topics in geometry are usually included in mathematics for grades 7 and 8:
11.02 02 00 01	Lines, angles, triangles, polygons, circles, and solids; calculation of perimeters, areas, and volumes of polygons, circles, and solids
11.02 02 00 02	Measurements, e.g., length, area, angles, volume, and weight, including metric measurement
11.02 02 00 03	Similarity and congruence of polygons

11.02 02 00 04	Parallelism and perpendicularity
11.02 02 00 05	Uses of various instruments, including the straightedge, protractor, and compass for constructing geometric figures
11.02 02 00 06	Construction of geometric models
11.02 02 00 07	Nonmetric geometry
11.02 02 00 99	Other Geometry Topics--Include here other topics emphasized in geometry for grades 7 and 8 which may be identified in the list under 11.12 00 00 00 Geometry. Also, include topics emphasized that do not appear in the list above or under Geometry. (Specify.)
11.02 03 00 00	Algebra and Statistics--The following topics in algebra and statistics are usually included in mathematics for grades 7 and 8:
11.02 03 00 01	Reading and constructing statistical graphs
11.02 03 00 02	Representing numbers by symbols
11.02 03 00 03	Operations with symbols
11.02 03 00 04	Formulas, including those used in measurement and percentage
11.02 03 00 05	Positive and negative numbers, rationals, and real numbers
11.02 03 00 06	Graphs on number line and number plane; of simple equalities and inequalities
11.02 03 00 99	Other Algebra and Statistics Topics--Include here other topics emphasized in algebra and statistics for grades 7 and 8 which may be identified in the list under 11.03 00 00 00 Algebra and/or 11.15 00 00 00 Probability and Statistics. Also, include topics emphasized that do not appear in the list above or under Algebra or Probability and Statistics. (Specify.)

11. MATHEMATICS (continued)

11.03 00 00 00	Algebra--An organization of mathematics subject matter concerned (through high school) primarily with the properties of number systems, i.e., the real number system and the complex number system. Although the content of high school algebra has been expanded in the direction of structure (including proof), manipulative skills are emphasized. In some high school courses topics such as groups, rings, and integral domains as well as work on the various kinds of fields have also been introduced. Topics selected from the following list, as well as topics not listed below, may serve to describe the instructional content of Algebra--First-year, Second-year, Third-year, and other Algebra.
11.03 01 00 00	First-year--(For a description of the subject matter select from the topics which follow.)
11.03 02 00 00	Second-year--(For a description of the subject matter select from the topics which follow.)
11.03 03 00 00	Third-year--(For a description of the subject matter select from the topics which follow.)
11.03 00 00 01	Symbols and their referents (numerals and numbers)
11.03 00 00 02	Variables
11.03 00 00 03	Sentence forms (open sentences) and statements
11.03 00 00 04	Numerical expressions and algebraic expressions
11.03 00 00 05	Symbols for grouping and conventions for omitting them
11.03 00 00 06	Principal operators; indicated sums and products; polynomials
11.03 00 00 07	Introduction to the real numbers (directed numbers)
11.03 00 00 08	Addition and multiplication of reals
11.03 00 00 09	Additive inverses (opposites) and multiplicative inverses (reciprocals)
11.03 00 00 10	Inverse operations (subtraction and division of reals)

11. MATHEMATICS (continued)

11.03 00 00 11	Evaluating algebraic expressions
11.03 00 00 12	Field properties of the real number system
11.03 00 00 13	Order and the real numbers, the number line
11.03 00 00 14	Absolute value and distance on the number line
11.03 00 00 15	Graphs on the number line: simple equations and inequalities in one variable
11.03 00 00 16	Open sentences and their solution sets
11.03 00 00 17	The real number system as an ordered field
11.03 00 00 18	Deductive organization, postulates, proof
11.03 00 00 19	Equivalent expressions, simplifying, expanding, and factoring
11.03 00 00 20	Equivalent equations and equivalent inequalities
11.03 00 00 21	Equivalent expressions containing fractions
11.03 00 00 22	Equations containing fractions; ratio, proportion
11.03 00 00 23	Sets and set notation; subsets, intersection, union
11.03 00 00 24	Sets of ordered pairs; Cartesian products; relations; functions
11.03 00 00 25	The number plane lattice (of integers)
11.03 00 00 26	The number plane
11.03 00 00 27	Graphs on the number plane and the number plane lattice: equations and inequalities
11.03 00 00 28	Simultaneous (systems of) equations and inequalities
11.03 00 00 29	Quadratic equations and inequalities
11.03 00 00 30	Discriminant of a quadratic
11.03 00 00 31	Constant functions

11. MATHEMATICS (continued)

11.03 00 00 32	Linear functions
11.03 00 00 33	Quadratic functions
11.03 00 00 34	Variation
11.03 00 00 35	The positive integers
11.03 00 00 36	The integers
11.03 00 00 37	Math induction
11.03 00 00 38	The rationals
11.03 00 00 39	Positive integral exponents
11.03 00 00 40	Integral exponents
11.03 00 00 41	Word problems
11.03 00 00 42	Systems of equations (3 and 4 variables)
11.03 00 00 43	Upper and lower bounds
11.03 00 00 44	Least upper bound and greatest lower bound
11.03 00 00 45	Well-ordering principle
11.03 00 00 46	Completeness and the real number system as a complete ordered field
11.03 00 00 47	Radicals
11.03 00 00 48	Square root and decimal approximations
11.03 00 00 49	Rational exponents
11.03 00 00 50	Equations involving radicals
11.03 00 00 51	Formulas
11.03 00 00 52	Scientific notation
11.03 00 00 53	Sequences
11.03 00 00 54	Continued sums and Σ-notation
11.03 00 00 55	Continued products and π-notation

11. MATHEMATICS (continued)

11.03 00 00 56	Difference sequences
11.03 00 00 57	Arithmetic sequences (progressions)
11.03 00 00 58	Geometric sequences (progressions)
11.03 00 00 59	Combinations
11.03 00 00 60	Permutations
11.03 00 00 61	Probability
11.03 00 00 62	Binomial Theorem for positive integral exponents
11.03 00 00 63	Extended Binomial Theorem
11.03 00 00 64	Factor theorem
11.03 00 00 65	Remainder theorem
11.03 00 00 66	Synthetic division
11.03 00 00 67	Determinants
11.03 00 00 68	Matrices
11.03 00 00 69	Vectors
11.03 00 00 70	Limits
11.03 00 00 71	Continuous functions
11.03 00 00 72	Complex numbers
11.03 00 00 99	Other Topics in Algebra--Include here other topics emphasized in algebra which are not listed above. (Specify.)
11.03 04 00 00	College Algebra--(The subject matter is the same as or similar to 11.03 03 00 00 Algebra--Third-year and/or 11.09 00 00 00 Elementary Functions.)
11.03 05 00 00	Intermediate Algebra--(The subject matter is the same as or similar to 11.03 02 00 00 Algebra--Second-year.)

11.03 06 00 00	Linear Algebra--The study of the linear operations of vector addition and multiplication by scalars, and of transformations which preserve these operations. The multivariable aspect of linear algebra is one of its extensions of ordinary algebra. Topics such as the following are usually included: simultaneous linear equations, vectors, linear dependence, bases, dimension, geometry of lines and planes in spaces of any dimension, convexity, inner products, orthogonal bases, linear transformations and their representation as matrices, matrix algebra, determinants, eigenvalues, eigenvectors, and conical forms; the standard forms of conics and other applications.
11.03 99 00 00	Other Algebra--Include here other organized subject matter emphasized in algebra which is not listed above. (Specify.)
11.04 00 00 00	Algebra and Trigonometry (integrated)--An organization of subject matter frequently provided for a third or fourth year of study in a sequence of mathematics offerings. The subject matter usually is selected and organized to prepare pupils, having competency in mathematics, for the study of calculus and analytic geometry in a college or other posthigh school instructional program requiring proficiency in mathematics. The subject matter is essentially college level in nature, and usually includes topics in algebra and trigonometry such as the following:
11.04 00 00 01	Elementary functions and graphs: linear and quadratic functions, exponential and logarithmic functions, and others
11.04 00 00 02	Mathematical induction
11.04 00 00 03	Polynomials: remainder theorem, factor theorem, synthetic theorem, and others
11.04 00 00 04	Complex numbers
11.04 00 00 05	Circular functions: solution of triangles, trigonometric functions and their graphs, analytic trigonometry, identities and equations, and others
11.04 00 00 99	Other Topics in Algebra and Trigonometry (integrated)--Include here other topics emphasized in algebra and trigonometry (integrated) which are not listed above. (Specify.)

11.05 00 00 00	Applied Mathematics--Mathematics courses designed and provided for study as alternatives to the sequentially organized college-preparatory or general education mathematics courses. Subject matter usually is comprised of selected aspects of mathematics used in practical and specialized situations in daily life. The subject matter is treated under various descriptive titles, such as: Business Arithmetic, Consumer Mathematics, Shop Mathematics, and other applied mathematics.
11.05 01 00 00	Business Arithmetic--The study of various aspects of arithmetic which apply particularly to business problems. Usually included in the mathematics subject matter for business applications are(1) the rationale of computation by means of the four basic operations with the rational numbers; (2) the decimal numeration system; (3) ratio, proportion, and percent; (4) measurement; (5) formulas; and(6) graphs. (Included as 03.05 00 00 00 Business Arithmetic under BUSINESS.)
11.05 02 00 00	Consumer Mathematics--The study of various applications of arithmetic, informal algebra, and informal geometry which apply particularly to consumer problems. Usually included in the mathematics subject matter for consumer applications are(1) the rationale of computation by means of the four basic operations with real numbers; (2) ratio, proportion, and percent; (3) linear, area, volume, and angular measurement; (4) graphs and descriptive statistics; and(5) simple equations and formulas.
11.05 03 00 00	Shop Mathematics--The study of various applications of arithmetic, informal algebra, and informal geometry which apply particularly to shop problems. Usually, the mathematics subject matter for shop applications includes(1) the rationale of computation by means of the four basic operations with real numbers; (2) linear, area, volume, and angular measurement; (3) the decimal numeration system; (4) informal algebra; (5) informal geometry; (6) numerical trigonometry; and(7) mathematical tables, graphs, and the sliderule. (Included as 10.09 00 00 00 Industrial Arts Mathematics under INDUSTRIAL ARTS.)
11.05 99 00 00	Other Applied Mathematics--Include here other organized subject matter emphasized in applied mathematics which is not classified above. (Specify.)

11.06 00 00 00	Calculus--The study of two fundamental limits, called the derivative and the integral, and their evaluation by means of a function algebra called "the calculus". Usually, three to four semesters are required to cover the following topics in calculus. Topics selected from the following, as well as topics not listed below, may be used to describe the instructional subject matter of First-year and Second-year Calculus.
11.06 01 00 00	First-year Calculus--(For a description of the subject matter select from the following topics.)
11.06 01 00 01	Functions and limits; continuity
11.06 01 00 02	Derivatives and applications
11.06 01 00 03	Differentiation of polynomials; of algebraic logarithmic, exponential, and trigonometric functions
11.06 01 00 04	Maxima and minima
11.06 01 00 05	Rate problems: motion in a curve, velocity, and acceleration
11.06 01 00 06	The definite integral and application to areas, volumes, distribution averages, and moments
11.06 01 00 07	The fundamental theorem and techniques of integration
11.06 01 00 08	Numerical calculus
11.06 01 00 09	Theorem of the mean and extension to Taylor's Theorem
11.06 01 00 10	Indefinite sequences, series, indeterminate forms, improper integrals, and other special limits
11.06 01 00 11	Multivariate calculus, including partial differentiation, the differential, and multiple integrals
11.06 01 00 12	Vector calculus: gradients, directional derivative, vector products, vector fields, divergance, and curl

11. MATHEMATICS (continued)

11.06 01 00 13	Differential equations and applications
11.06 01 00 99	Other Topics in First-year Calculus--Include here other topics emphasized in the first-year of calculus which are not listed above. (Specify.)
11.06 02 00 00	Second-year Calculus--(For a description of the subject matter select from the following topics.)
11.06 02 00 01	Functions and limits, continuity
11.06 02 00 02	Derivatives and applications
11.06 02 00 03	Differentiation of polynomials: of algebraic, logarithmic, exponential, and trigonometric functions
11.06 02 00 04	Maxima and minima
11.06 02 00 05	Rate problems: motion in a curve, velocity, and acceleration
11.06 02 00 06	The definite integral and application to areas, volumes, distributions averages, and moments
11.06 02 00 07	The fundamental theorem and techniques of integration
11.06 02 00 08	Numerical calculus
11.06 02 00 09	Theorem of the mean and extension to Taylor's Theorem
11.06 02 00 10	Indefinite sequences, series, indeterminate forms, improper integrals, and other special limits
11.06 02 00 11	Multivariate calculus, including partial differentiation, the differential, and multiple integrals
11.06 02 00 12	Vector calculus: gradients, directional derivative, vector products, vector fields, divergence, and curl
11.06 02 00 13	Differential equations and applications

11. MATHEMATICS (continued)

11.06 02 00 99	Other Topics in Second-year Calculus--Include here other topics emphasized in the second-year of calculus which are not listed above. (Specify.)
11.07 00 00 00	Calculus with Analytic Geometry--Usually, the study of intermediate algebra, trigonometry, and elementary functions as prerequisite to the study of calculus with analytic geometry. The integrated approach is an alternative approach to analytic geometry followed by calculus. Calculus topics are the same as those for the standard calculus course, but the analytic geometry is usually reduced to a minimum. Analytic geometry topics frequently include the following: a brief introduction to coordinate geometry, properties of the real number line with emphasis on inequalities and absolute value, neighborhoods and other intervals in the line, slopes and lines, curves, functions and limits, conics, parametric representations of curves, polar coordinates, and rudiments of solid analytic geometry of curves and surfaces.
11.08 00 00 00	Computer Mathematics--Mathematics subject matter designed for study by pupils who plan to work closely with computers. Consideration is given to the algorithmic approach to mathematics which enables a problem to be handled by a machine. A first course may include the following topics: (See also 03.17 03 00 00 Computer-oriented Mathematics (Data-processing Mathematics) under BUSINESS.)
11.08 00 00 01	Description of the logical structure of the computer (not the machine)
11.08 00 00 02	Algorithms for the computer
11.08 00 00 03	Programming languages (Fortran or Algol or dialects of these)
11.08 00 00 04	Compilers
11.08 00 00 05	Problem solving in numerical and non-numerical situations
11.08 00 00 99	Other topics in Computer Mathematics--Include here other topics emphasized in computer mathematics which are not listed above. (Specify.)

11.09 00 00 00	Elementary Functions--A body of subject matter in the calculus-preparatory sequence which is designed to bridge the gap from Intermediate Algebra to Calculus with Analytic Geometry--alternative to and overlapping College Algebra. The subject matter is concerned with the study of the elementary functions, their graphs and applications. Usually, the following topics are included for study:
11.09 00 00 01	Polynomials
11.09 00 00 02	Rational and algebraic functions
11.09 00 00 03	Exponential functions
11.09 00 00 04	Logarithmic functions
11.09 00 00 05	Trigonometric functions as periodic functions on the real number line
11.09 00 00 06	Introduction to three-dimensional analytic geometry
11.09 00 00 99	Other Topics in Elementary Functions--Include here other topics emphasized in elementary functions which are not listed above. (Specify.)
11.10 00 00 00	First-year College Mathematics for Elementary School Teachers--The study of mathematics subject matter which usually includes the following topics:
11.10 00 00 01	Field axioms as they are used in arithmetic
11.10 00 00 02	Logic and its place in mathematical proof
11.10 00 00 03	Numeration systems and the meaning of place value
11.10 00 00 04	Use of sets and the number line in explaining the meaning of number operations
11.10 00 00 99	Other topics in First-year College Mathematics for Elementary School Teachers--Include here other topics emphasized in first-year college mathematics for elementary school teachers which are not listed above. (Specify.)
11.11 00 00 00	General Mathematics--An organized body of mathematics subject matter which frequently comprises an alternative to the sequence

of college-preparatory mathematics courses. In practice, a first course in general mathematics is frequently offered in the 9th grade followed by additional courses in the 10th, 11th, and/or 12th grades. The subject matter for each course in general mathematics may be identified from among the topics listed below:

11.11 01 00 00	First-year General Mathematics--(For description of the subject matter select from the following topics.)
11.11 01 01 00	Arithmetic--The following topics in arithmetic are frequently included in general mathematics:
11.11 01 01 01	Basic concepts and skills, including notation and numeration systems and systems of natural, whole, rational, and real numbers
11.11 01 01 02	Applications of percentage and fundamental operations, e.g., interest, borrowing and lending money, discount, taxes, commissions, insurance, social security, and installment buying
11.11 01 01 03	Elementary number theory: primes, factors, and composites
11.11 01 01 99	Other Arithmetic Topics in First-year General Mathematics--Include here other topics in arithmetic emphasized in first year of general mathematics which may be identified in the list of arithmetic topics under 11.02 00 00 00 Mathematics (7th and 8th grades), or which are not listed above or under Mathematics (7th and 8th grades). (Specify.)
11.11 01 02 00	Geometry--Topics in geometry studied in general mathematics frequently include:
11.11 01 02 01	Measurement such as angular, area, length, and volume
11.11 01 02 02	Use of instruments such as the straightedge, compass, and protractor for construction of geometric figures

11.11 01 02 03	Calculation of perimeter, area, and volume
11.11 01 02 04	Construction of models: two-dimensional, three-dimensional
11.11 01 02 05	Indirect measurement including scale drawing, similar triangles, and numerical trigonometry
11.11 01 02 06	The Pythagorean rule and its application
11.11 01 02 99	*Other Geometry Topics in First-year General Mathematics*--Include here other topics in geometry emphasized in the first year of general mathematics which may be identified in the list of topics under 11.12 00 00 00 *Geometry* or in the list of geometry topics under 11.02 00 00 00 *Mathematics (7th and 8th grades)*, or which are not included in either of these lists or above. (Specify.)
11.11 01 03 00	*Algebra and Statistics*--Topics in algebra and statistics studied in general mathematics frequently include:
11.11 01 03 01	Introduction to algebra, including symbols, formulas, positive and negative numbers, equations, and inequalities
11.11 01 03 02	Ratio and proportions, trigonometry of the right triangle
11.11 01 03 03	Calculation of mean, median, and mode
11.11 01 03 04	Statistical graphs
11.11 01 03 05	Informal numerical probability
11.11 01 03 99	*Other Algebra and Statistics Topics in First-year General Mathematics*--Include here other topics in algebra and statistics emphasized in the first year of general mathematics which may be identified in the list under 11.03 00 00 00 *Algebra* or under 11.15 00 00 00 *Probability and Statistics* or under 11.02 00 00 00 *Mathematics (7th and 8th grades)*, or which are not included in these lists or above. (Specify.)

11.11 02 00 00	Second-year General Mathematics--(For description of the subject matter select from the following topics.)
11.11 02 01 00	Arithmetic--The following topics in arithmetic are frequently included in general mathematics:
11.11 02 01 01	Basic concepts and skills, including notation and numeration systems and systems of natural, whole, rational, and real numbers
11.11 02 01 02	Applications of percentage and fundamental operations, e.g., interest, borrowing and lending money, discount, taxes, commissions, insurance, social security, and installment buying
11.11 02 01 03	Elementary number theory: primes, factors, and composites
11.11 02 01 99	Other Arithmetic Topics in Second-year General Mathematics--Include here other topics in arithmetic emphasized in the second year of general mathematics which may be identified in the list of arithmetic topics under 11.02 00 00 00 Mathematics (7th and 8th grades), or which are not listed above or under Mathematics (7th and 8th grades). (Specify.)
11.11 02 02 00	Geometry--Topics in geometry studied in general mathematics frequently include:
11.11 02 02 01	Measurement such as angular, area, length, and volume
11.11 02 02 02	Use of instruments such as the straightedge, compass, and protractor for construction of geometric figures
11.11 02 02 03	Calculation of perimeter, area, and volume
11.11 02 02 04	Construction of models: two-dimensional, three-dimensional
11.11 02 02 05	Indirect measurement including scale drawing, similar triangles, and numerical trigonometry
11.11 02 02 06	The Pythagorean rule and its application

11.11 02 02 99	Other Geometry Topics in Second-year General Mathematics--Include here other topics in geometry emphasized in the second year of general mathematics which may be identified in the list of topics under 11.12 00 00 00 Geometry or in the list of geometry topics under 11.02 00 00 00 Mathematics (7th and 8th grades), or which are not included in either of these lists or above. (Specify.)
11.11 02 03 00	Algebra and Statistics--Topics in algebra and statistics studied in general mathematics frequently include:
11.11 02 03 01	Introduction to algebra, including symbols, formulas, positive and negative numbers, equations, and inequalities
11.11 02 03 02	Ratio and proportions, trigonometry of the right triangle
11.11 02 03 03	Calculation of mean, median, and mode
11.11 02 03 04	Statistical graphs
11.11 02 03 05	Informal numerical probability
11.11 02 03 99	Other Algebra and Statistics Topics in Second-year General Mathematics--Include here other topics in algebra and statistics emphasized in the second year of general mathematics which may be identified in the list under 11.03 00 00 00 Algebra or under 11.15 00 00 00 Probability and Statistics or under 11.02 00 00 00 Mathematics (7th and 8th grades), or which are not included in these lists or above. (Specify.)
11.11 03 00 00	Third-year General Mathematics--(For description of the subject matter select from the following topics.)
11.11 03 01 00	Arithmetic--The following topics in arithmetic are frequently included in general mathematics:
11.11 03 01 01	Basic concepts and skills, including notation and numeration systems and systems of natural, whole, rational, and real numbers

11.11 03 01 02	Applications of percentage and fundamental operations, e.g., interest, borrowing and lending money, discount, taxes, commissions, insurance, social security, and installment buying
11.11 03 01 03	Elementary number theory: primes, factors, and composites
11.11 03 01 99	Other Arithmetic Topics in Third-year General Mathematics--Include here other topics in arithmetic emphasized in the third year of general mathematics which may be identified in the list of arithmetic topics under 11.02 00 00 00 Mathematics (7th and 8th grades), or which are not listed above or under Mathematics (7th and 8th grades). (Specify.)
11.11 03 02 00	Geometry--Topics in geometry studied in general mathematics frequently include:
11.11 03 02 01	Measurement such as angular, area, length, and volume
11.11 03 02 02	Use of instruments such as the straightedge, compass, and protractor for construction of geometric figures
11.11 03 02 03	Calculation of perimeter, area, and volume
11.11 03 02 04	Construction of models: two-dimensional, three-dimensional
11.11 03 02 05	Indirect measurement including scale drawing, similar triangles, and numerical trigonometry
11.11 03 02 06	The Pythagorean rule and its application
11.11 03 02 99	Other Geometry Topics in Third-year General Mathematics--Include here other topics in geometry emphasized in the third year of general mathematics which may be identified in the list of topics under 11.12 00 00 00 Geometry or in the list of geometry topics under 11.02 00 00 00 Mathematics (7th and 8th grades), or which are not included in either of these lists or above. (Specify.)

11.11 03 03 00	Algebra and Statistics--Topics in algebra and statistics studied in general mathematics frequently include:
11.11 03 03 01	Introduction to algebra, including symbols, formulas, positive and negative numbers, equations, and inequalities
11.11 03 03 02	Ratio and proportions; trigonometry of the right triangle
11.11 03 03 03	Calculation of mean, median, and mode
11.11 03 03 04	Statistical graphs
11.11 03 03 05	Informal numerical probability
11.11 03 03 99	Other Algebra and Statistics Topics in Third-year General Mathematics--Include here other topics in algebra and statistics emphasized in the third year of general mathematics which may be identified under 11.03 00 00 00 Algebra or under 11.15 00 00 00 Probability and Statistics or under 11.02 00 00 00 Mathematics (7th and 8th grades), or which are not included in these lists or above. (Specify.)
11.11 04 00 00	Fourth-year General Mathematics--(For description of the subject matter select from the following topics.)
11.11 04 01 00	Arithmetic--The following topics in arithmetic are frequently included in general mathematics:
11.11 04 01 01	Basic concepts and skills, including notation and numeration systems and systems of natural, whole, rational, and real numbers
11.11 04 01 02	Applications of percentage and fundamental operations, e.g., interest, borrowing and lending money, discount, taxes, commissions, insurance, social security, and installment buying
11.11 04 01 03	Elementary number theory: primes, factors, and composites

11.11 04 01 99	Other Arithmetic Topics in Fourth-year General Mathematics--Include here other topics in arithmetic emphasized in the fourth year of general mathematics which may be identified in the list of arithmetic topics under 11.02 00 00 00 Mathematics (7th and 8th grades) or which are not listed above or under Mathematics (7th and 8th grades). (Specify.)
11.11 04 02 00	Geometry--Topics in geometry studied in general mathematics frequently include:
11.11 04 02 01	Measurement such as angular, area, length, and volume
11.11 04 02 02	Use of instruments such as the straightedge, compass, and protractor for construction of geometric figures
11.11 04 02 03	Calculation of perimeter, area, and volume
11.11 04 02 04	Construction of models: two-dimensional, three-dimensional
11.11 04 02 05	Indirect measurement including scale drawing, similar triangles, and numerical trigonometry
11.11 04 02 06	The Pythagorean rule and its application
11.11 04 02 99	Other Geometry Topics in Fourth-year General Mathematics--Include here other topics in geometry emphasized in the fourth year of general mathematics which may be identified in the list of topics under 11.12 00 00 00 Geometry or in the the list of geometry topics under 11.02 00 00 00 Mathematics (7th and 8th grades), or which are not included in either of these lists or above. (Specify.)
11.11 04 03 00	Algebra and Statistics--Topics in algebra and statistics studied in general mathematics frequently include:
11.11 04 03 01	Introduction to algebra, including symbols, formulas, positive and negative numbers, equations, and inequalities

11. MATHEMATICS (continued)

11.11 04 03 02	Ratio and proportion; trigonometry of the right triangle
11.11 04 03 03	Calculation of mean, median, and mode
11.11 04 03 04	Statistical graphs
11.11 04 03 05	Informal numerical probability
11.11 04 03 99	Other Algebra and Statistics Topics in Fourth-year General Mathematics--Include here other topics in algebra and statistics emphasized in the fourth year of general mathematics which may be identified in the list under 11.03 00 00 00 Algebra or under 11.15 00 00 00 Probability and Statistics or under 11.02 00 00 00 Mathematics (7th and 8th grades), or which are not included in these lists or above. (Specify.)
11.12 00 00 00	Geometry--The branch of mathematics in which the subject matter is designed to provide opportunities for pupils to (1) acquire information about geometric figures in the plane and in space, (2) gain understanding of the deductive method of thinking, (3) develop skill in applying the deductive method to mathematical situations, and (4) develop creative thinking by means of original exercises involving both the discovery of relationships and their proofs. Geometry is the subject matter of mathematics which emphasizes the use of logic in establishing proofs concerned with relationships involving points and lines in two- and three-dimensional space. The following topics are usually included for study in geometry. (Topics selected from the following list, as well as topics not listed below, may serve to describe the instructional subject matter of geometry--plane geometry, solid geometry, plane and solid geometry (integrated), and other geometry.)
11.12 00 00 01	Properties of common geometric figures: (a) in the plane, and(b) in space
11.12 00 00 02	The nature of proof: undefined items, definitions, assumptions, inductive and deductive reasoning, and elementary logic
11.12 00 00 03	Statement and proof of conjectures involving geometric relationships

11.12 00 00 04	Proof of theorems related to(a) plane figures--points, lines, angles, polygons, circles, and others, and(b) space--points, lines, planes, and solids
11.12 00 00 05	Problem solving: numerical applications involving geometric figures and properties; algebraic methods in the solution of geometric problems
11.12 00 00 06	Constructions with ruler and compasses; proofs
11.12 00 00 07	Geometric drawing in two and three dimensions
11.12 00 00 08	Geometric measurement: linear, angular, surface, and space
11.12 00 00 09	Coordinate geometry in(a) the plane, and(b) space
11.12 00 00 10	Simple trigonometric relationships of the right triangle
11.12 00 00 11	Consideration of the existence of non-Euclidean geometries
11.12 00 00 99	Other Topics in Geometry--Include here other topics emphasized in geometry which are not listed above. (Specify.)
11.12 01 00 00	Analytic Geometry--The study of plane and solid Euclidean geometry by means of coordinate systems and the associated representations of geometric objects by algebraic ones. The following topics usually are included for study:
11.12 01 00 01	The Euclidean plane and the Cartesian plane
11.12 01 00 02	Line segments, slopes, angles, length, and area
11.12 01 00 03	Equations and properties of lines
11.12 01 00 04	Geometric and algebraic invariance--the idea of analytic proof of geometric theorems
11.12 01 00 05	Loci in the plane, including circles
11.12 01 00 06	Graphs, symmetries, reflections, and tangents

11.12 01 00 07	Conics (ellipse, parabola, hyperbola)
11.12 01 00 08	Polar coordinate and loci
11.12 01 00 09	Parametric representations--higher plane and space curves
11.12 01 00 10	Vector methods; projection
11.12 01 00 99	Other Topics in Analytic Geometry--Include here other topics emphasized in Analytic Geometry which are not listed above. (The more advanced topics may include differential geometry applying calculus to analytic geometry and analytic non-Euclidean geometries such as the geometry to the sphere or of special relativity.) (Specify.)
11.12 02 00 00	Plane Geometry--(For description of the subject matter select from the following topics.)
11.12 02 00 01	Properties of common geometric figures: (a) in the plane, and (b) in space
11.12 02 00 02	The nature of proof: undefined items, definitions, assumptions, inductive and deductive reasoning, and elementary logic
11.12 02 00 03	Statement and proof of conjectures involving geometric relationships
11.12 02 00 04	Proof of theorems related to (a) plane figures--points, lines, angles, polygons, circles, and others, and (b) space--points, lines, planes, and solids
11.12 02 00 05	Problem solving: numerical applications involving geometric figures and properties; algebraic methods in the solution of geometric problems
11.12 02 00 06	Constructions with ruler and compassess; proofs
11.12 02 00 07	Geometric drawing in two and three dimensions
11.12 02 00 08	Geometric measurement: linear, angular, surface, and space
11.12 02 00 09	Coordinate geometry in (a) the plane, and (b) space

11.12 02 00 10	Simple trigonometric relationships of the right triangle
11.12 02 00 11	Consideration of the existence of non-Euclidean geometries
11.12 02 00 99	Other Topics in Plane Geometry--Include here other topics emphasized in plane geometry which are not listed above. (Specify.)
11.12 03 00 00	Plane and Solid Geometry--(For description of the subject matter select from the following topics.)
11.12 03 00 01	Properties of common geometric figures: (a) in the plane, and (b) in space
11.12 03 00 02	The nature of proof: undefined items, definitions, assumptions, inductive and deductive reasoning, and elementary logic
11.12 03 00 03	Statement and proof of conjectures involving geometric relationships
11.12 03 00 04	Proof of theorems related to (a) plane figures--points, lines, angles, polygons, circles, and others, and (b) space--points, lines, planes, and solids
11.12 03 00 05	Problem solving: numerical applications involving geometric figures and properties; algebraic methods in the solution of geometric problems
11.12 03 00 06	Constructions with ruler and compassess; proofs
11.12 03 00 07	Geometric drawing in two and three dimensions
11.12 03 00 08	Geometric measurement: linear, angular, surface, and space
11.12 03 00 09	Coordinate geometry in (a) the plane, and (b) space
11.12 03 00 10	Simple trigonometric relationships of the right triangle
11.12 03 00 11	Consideration of the existence of non-Euclidean geometries

11.12 03 00 99	Other Topics in Plane and Solid Geometry--Include here other topics emphasized in plane and solid geometry which are not listed above. (Specify.)
11.12 04 00 00	Solid Geometry--(For description of the subject matter select from the following topics.)
11.12 04 00 01	Properties of common geometric figures: (a) in the plane, and (b) in space
11.12 04 00 02	The nature of proof: undefined items, definitions, assumptions, inductive and deductive reasoning, and elementary logic
11.12 04 00 03	Statement and proof of conjectures involving geometric relationships
11.12 04 00 04	Proof of theorems related to (a) plane figures--points, lines, angles, polygons, circles, and others, and (b) space--points, lines, planes, and solids
11.12 04 00 05	Problem solving: numerical applications involving geometric figures and properties; algebraic methods in the solution of geometric problems
11.12 04 00 06	Constructions with ruler and compassess; proofs
11.12 04 00 07	Geometric drawing in two and three dimensions
11.12 04 00 08	Geometric measurement: linear, angular, surface, and space
11.12 04 00 09	Coordinate geometry in (a) the plane, and (b) space
11.12 04 00 10	Simple trigonometric relationships of the right triangle
11.12 04 00 11	Consideration of the existence of non-Euclidean geometries
11.12 04 00 99	Other Topics in Solid Geometry--Include here other topics emphasized in solid geometry which are not listed above. (Specify.)
11.12 99 00 00	Other Geometry--Include here other organized subject matter emphasized in geometry not classifiable or listed above. (Specify.)

11.13 00 00 00	Introduction to Analysis--The learning experiences and subject matter concerned with selected aspects of algebra, trigonometry, and analytic geometry which are organized into an integrated body of content. In practice, the concept of a limit and the functions of real numbers are emphasized. The following topics in mathematics are usually included in the Introduction to Analysis:
11.13 00 00 01	The algebra of real numbers
11.13 00 00 02	Coordinates of a point in a plane
11.13 00 00 03	Lines and planes in space
11.13 00 00 04	Vectors and complex numbers
11.13 00 00 05	Limits, including the derivative and the concept of an integral
11.13 00 00 06	Polynomials
11.13 00 00 07	The conic sections
11.13 00 00 08	Periodic functions
11.13 00 00 09	Exponentials and logarithmic functions
11.13 00 00 99	Other topics in Introduction to Analysis--Include here other topics emphasized in introduction to analysis which are not listed above. (Specify.)
11.14 00 00 00	Liberal Arts Mathematics--An organization of subject matter concerned with the cultural relevance and meaning of mathematics is inappropriate. Sometimes this is a full-year course for elementary teachers; but frequently the course for elementary teachers is separate and more specialized. Usually, the subject matter of liberal arts mathematics is not designed to comprise a part of a sequential prerequisite for calculus, or science, or engineering courses. The subject matter is not standard, but is usually chosen to illustrate the role of mathematics in the development of western civilization, the philosophy and the nature of mathematics, and the relation of mathematics to logic. Often miniature deductive geometries of algebraic systems of novel subject matter are included. Material from number

theory has been found to be interesting and to require a minimum of technique. Some stochastic models are usually introduced for contrast with deterministic ones. The number system and its history was formerly considered good material for this course but recently has come to be regarded as inappropriate because pupils regard it as familiar to the point of contempt.

11.15 00 00 00	Probability and Statistics--The study of the first semester of calculus with analytic geometry is frequently required as prerequisite to the study of probability and statistics. The following topics are usually included in probability and statistics: (The study of topics identified with an asterisk (*) is dependent on the first semester of calculus with analytic geometry.)
11.15 00 00 01	Sample spaces; events as subsets
11.15 00 00 02	Probability axioms
11.15 00 00 03	Finite sample spaces and equiprobable measures
11.15 00 00 04	Counting and binomial coefficients
11.15 00 00 05	Conditional probability and independent events
11.15 00 00 06	Random variables
11.15 00 00 07	Density and distribution functions
11.15 00 00 08	Special distributions: binomial, hypergeometric, Poisson*, uniform, normal*, and exponential*
11.15 00 00 09	Limit theorems*: Poisson* and normal approximations*, law of large numbers, and Central Limit Theorem*
11.15 00 00 10	Descriptive statistics: means, variances, and moments
11.15 00 00 11	Statistical inference: estimation and sampling
11.15 00 00 12	Hypothesis testing; regression
11.15 00 00 99	Other Topics in Probability and Statistics--Include here other topics emphasized in probability and statistics which are not listed above. (Specify.)

11. MATHEMATICS (continued)

11.16 00 00 00	Trigonometry--The study of trigonometric ratios and the circular functions--their relationships, graphs, and applications. Problem solving is emphasized throughout the subject matter. In practice, the following topics in trigonometry usually are included for study:
11.16 00 00 01	Right-triangle trigonometry
11.16 00 00 02	Oblique-triangle trigonometry
11.16 00 00 03	Construction and use of trigonometric tables
11.16 00 00 04	Unit circle, the winding function, and periodicity
11.16 00 00 05	Trigonometric functions of real numbers; radians
11.16 00 00 06	Graphs of trigonometric functions
11.16 00 00 07	Inverse trigonometric functions and their graphs
11.16 00 00 08	Special formulas
11.16 00 00 09	Trigonometric identities and conditional equations
11.16 00 00 10	Complex numbers; vectors
11.16 00 00 11	Polar representations
11.16 00 00 99	Other Topics in Trigonometry--Include here other topics emphasized in trigonometry which are not listed above. (Specify.)
11.99 00 00 00	Other Mathematics--Include here other organized subject matter emphasized in mathematics which is not listed or classifiable above. (Specify.)

MUSIC

12.00 00 00 00

Music is the fine art that utilizes sounds in time in a meaningful and organized manner. Subject matter and activities in music are designed to impart the skills and knowledge necessary for the creation, understanding, and performance of music.

12.01 00 00 00	Music in General Education--Organized subject matter and musical experiences consisting of an extensive and varied study of music designed for all pupils. The purpose of these music experiences is to provide basic education in music similar to that in other subject areas necessary to general cultural development. Through participation and study, pupils develop basic musical skills and gain insights into the art of music.
12.02 00 00 00	Music Literature and/or History--Organized subject matter and learning experiences designed to further pupils' knowledge, comprehension, and appreciation of various types and styles of music.
12.03 00 00 00	Music Theory--The study and analysis of the sound and structure of music. Included under the general heading of music are rudiments, harmony, counterpoint, form and analysis, and orchestration; skills such as sight singing, ear training, and conducting; and composition. In practice, the various aspects of music theory may be organized into more specific bodies of subject matter for instruction such as the following:
12.03 01 00 00	Fundamentals
12.03 02 00 00	Harmony
12.03 99 00 00	Other Music Theory--Include here other organized subject matter and experiences emphasized in music theory which are not listed above. (Specify)

12. MUSIC (continued)

12.04 00 00 00	Vocal Music--Learning experiences designed for the study of vocal repertoire and the development of vocal skills through solo and choral performance. Subject matter is organized to provide for instruction in a variety of situations such as:
12.04 01 00 00	Choir, Chorus, and/or Glee Club: A large ensemble of pupils organized to study, rehearse, and perform choral literature in various combinations. This musical experience provides opportunities for the pupil to gain knowledge and understanding and to develop skills through performance in groups such as the following:
12.04 01 01 00	Female
12.04 01 02 00	Male
12.04 01 03 00	Mixed
12.04 02 00 00	Vocal Instruction--Instruction designed for developing skills and knowledge in vocal performance in situations such as the following:
12.04 02 01 00	Group
12.04 02 02 00	Individual
12.04 03 00 00	Small Vocal Ensembles--A vocal chamber group such as a trio, quartet, octet, and/or madrigal ensemble that offers opportunities not available in larger groups.
12.04 99 00 00	Other Vocal Music--Include here other organized subject matter and learning experiences emphasized in vocal music which are not listed above. (Specify.)
12.05 00 00 00	Instrumental Music--Learning experiences designed for the study of instrumental repertoire and the development of instrumental skills through solo and group performance. Subject matter is organized to provide for instruction in a variety of situations such as:

12. MUSIC (continued)

12.05 01 00 00	Band--An ensemble of wind and percussion players organized to study, rehearse, and perform the repertoire for this medium. Among the different classifications of bands, depending upon size, repertoire, and function, are the following which are organized for instruction:
12.05 01 01 00	Concert
12.05 01 02 00	Marching
12.05 01 03 00	Stage
12.05 01 99 00	Other Band--Include here other organized subject matter and experiences emphasized in band which are not listed above. (Specify.)
12.05 02 00 00	Orchestra--An ensemble of string, wind, and percussion players organized to study, rehearse, and perform the repertoire for this medium. Among the different combinations of orchestras, depending upon size, repertoire, and function, are the following which are organized for instruction:
12.05 02 01 00	Chamber
12.05 02 02 00	Full
12.05 02 03 00	String
12.05 02 99 00	Other Orchestra--Include here other organized subject matter and experiences emphasized in orchestra which are not listed above. (Specify.)
12.05 03 00 00	Small Instrumental Ensembles--An instrumental chamber group such as a trio, quartet, or quintet that offers opportunities not available in larger groups.
12.05 04 00 00	Instrumental Instruction--Instruction designed for developing skills and knowledge in instrumental performance in situations such as the following:

12.05 04 01 00	Group
12.05 04 02 00	Individual
12.05 99 00 00	Other Instrumental Music--Include here other organized subject matter and experiences emphasized in instrumental music which are not listed above. (Specify.)
12.06 00 00 00	Humanities--An organization of content concerned with music presented in conjunction with fine arts, literature, and philosophy in their social and historical contexts. (See also 02.01 03 00 00 Humanities under ART, and 05.03 06 00 00 Humanities under ENGLISH (LANGUAGE ARTS).)
12.99 00 00 00	Other Music--Include here other organized subject matter and experiences emphasized in music which are not listed or classifiable under one of the major categories above. (Specify.)

NATURAL SCIENCES

13.00 00 00 00

The natural sciences include the body of related subject matter, or the body of related courses, organized for carrying on learning experiences concerned with knowledge of the physical and biological world, and of the processes of discovering and validating this knowledge.

13.01 00 00 00 General Science (including Elementary School Science)--An organization of subject matter which usually includes representative topics from the biological, physical, and earth-space sciences. Learning experiences involve pupils in observing, exploring, discovering, and experimenting for purposes of achieving understanding of how scientists work and what they know about the universe. General science is primarily studied in elementary and junior high schools, but similar courses with titles such as Comprehensive Science or Survey of Sciences are offered at the senior high school or junior college level.

If desired, the subject matter of instruction in general science may be described in greater detail through the use of the appropriate topic titles included in items 13.02 00 00 01 - 13.02 00 00 24, 13.03 00 00 01 - 13.03 00 00 34, and 13.04 00 00 01 - 13.04 00 00 19.

13.02 00 00 00 Biological Sciences (including General Biology)--The environments, interrelationships, processes, classification, evolution, and structure and function of living organisms--plants, protists, and animals.

13.02 01 00 00 Botany--The study of plants.

13.02 02 00 00 Microbiology--The study of bacteria, viruses, algae, fungi, and other monera and protista.

13.02 03 00 00 Zoology--The study of animals.

Major Aspects of the Biological Sciences (not coded)

13.02 00 00 01	Anatomy--The branch of biology that relates to the structure of a living organism or any of its parts.
13.02 00 00 02	Anthropology--The science of man, both physical and cultural, and the relationship of man to his cultural environment and to the societies in which he groups himself.
13.02 00 00 03	Bacteriology--The science which deals with the study of microorganisms and their effects on other organisms. This may include such topics as viruses, fungi, aerobic and anaerobic bacteria, antitoxins, antibiotics, antigens, and bacteriophage.
13.02 00 00 04	Behavior--The science which deals with the ways in which an organism responds to stimili, its activity or change in relation to the environment, conditioning, tropisms, irritability, and innate and learned behavior.
13.02 00 00 05	Biochemistry--The branch of chemistry that deals with plants and animals and their life processes.
13.02 00 00 06	Biometrics--The science of measurement and statistics as used in connection with plants and animals.
13.02 00 00 07	Biophysics--The application of physical principles and methods to biological organisms and their processes.
13.02 00 00 08	Cellular Phenomena (Cytology)--The area of biology which considers the cell as a unit of organization in plants and animals and gives consideration to the structure, function, pathology, and life history of cells.

13.02 00 00 09	Conservation--The science concerned with the preservation and wise use of resources--natural and human.
13.02 00 00 10	Developmental Biology--Those processes and events in development which relate to or include growth, cellular differentiation, and morphogenesis.
13.02 00 00 11	Ecology--The study of natural mutual relationships between organisms and all factors comprising their environment, including commensalism, mutualism, and parasitism.
13.02 00 00 12	Entomology--The science that deals with all knowledge pertaining to insects.
13.02 00 00 13	Evolution--The study of the processes and changes by which any living organism acquires the morphological and physiological characteristics which distinguish it from other living things.
13.02 00 00 14	Genetics--The study of the production and development of varieties by the transmission of traits between parents and offspring. Aspects of this study include trait inheritance, variation, and genetic code.
13.02 00 00 15	Molecular Biology--The area of biology which considers the living organism at the molecular level and gives consideration to such topics as molecular structure and process, metabolic energy, respiration, photosynthesis, DNA and RNA.
13.02 00 00 16	Nature Study--The consideration of objects, organisms, and their environment and behavior in nature.
13.02 00 00 17	Nutrition--The study of processes by which plants and animals take in, absorb, and transport food substances.

13.02 00 00 18	Organic Systems--The study of systems essential to life processes, such as the circulatory, respiratory, digestive, excretory, nervous, skeletal, and reproductive systems.
13.02 00 00 19	Origins of Life--The study of the phyletic origins of present day forms of life from previously existing forms.
13.02 00 00 20	Physiology--The branch of biology that relates to the functions of living organisms or any of their parts.
13.02 00 00 21	Reproduction--The study of the process by which plants and animals give rise to offspring by either asexual or sexual means.
13.02 00 00 22	Taxonomy--The study of the science which considers the nomenclature and classification of living organisms and the logic and method of such classification.
13.02 00 00 23	Technological Applications--The study of aspects of the biological sciences as oriented to the needs of individuals, industries, or government; this includes applications in research, production, and human welfare.
13.02 00 00 99	Other Major Aspects of the Biological Sciences--Include here other major aspects of the biological sciences which are emphasized in instruction and are not listed above. (Specify.)
13.03 00 00 00	Physical Sciences (including General Physical Science)--The organization of subject matter that usually includes for study the major topics, concepts, processes, and interrelationships of chemistry and physics. Considerations may sometimes be given to topics which are included under the earth-space sciences, such as geology and astronomy.

13.03 01 00 00	Chemistry--The study of the composition, structure, and properties of matter, and of changes in matter, including the accompanying energy phenomena.
13.03 02 00 00	Physics--The study of the branch of science that is concerned with matter and energy, including the study of phenomena associated with mechanics, heat, wave motion, sound, electricity and magnetism, light, and atomic and nuclear structure.
	Major Aspects of the Physical Sciences (not coded)
13.03 00 00 01	Astronomy--(For definition see 13.04 01 00 00 Astronomy under Earth-Space Sciences.)
13.03 00 00 02	Atomic and Molecular Structure--The study of such areas as the atomicity of matter, the structure of atoms and molecules, and atomic and molecular spectra.
13.03 00 00 03	Biochemistry--(For definition see 13.02 00 00 05 Biochemistry under Biological Sciences.)
13.03 00 00 04	Biophysics--(For definition see 13.02 00 00 07 Biophysics under Biological Sciences.)
13.03 00 00 05	Chemical Bonding--The study of the bonding among atoms in ions and molecules: types, lengths, and strengths of bonds; geometry of molecules, relationships of bonds to the physical and chemical properties of substances and energy considerations.
13.03 00 00 06	Chemical Calculations--The quantitative treatment of chemical reactions and solution phenomena such as manipulation of units in solving problems, uncertainty, significant figures, and use of the slide rule.

13.03 00 00 07	Chemical Reactions--The study of chemical changes, including topics such as formulas, equations, oxidation-reduction, equilibrium conditions, rates of reaction and energy effects.
13.03 00 00 08	Electricity and Magnetism--The study of static and moving electric charges, electric and magnetic fields, electric circuits (direct- and/or alternating-current phenomena) and electromagnetic effects.
13.03 00 00 09	Electronics--The study of such topics as the controlled flow of charged particles through a gas, vacuum, or crystal lattice, thermionic emission, amplification, rectification, light-sensitive devices and indicators (e.g., cathode ray tubes), television, semiconductors and transistors.
13.03 00 00 10	Equilibrium--The study of factors affecting the extent of a chemical reaction such as the dynamic nature of the equilibrium condition, equilibrium constants, free energy, and Le Chatelier's principle.
13.03 00 00 11	Geology--(For definition see 13.04 02 00 00 Geology under Earth-Space Sciences.)
13.03 00 00 12	Heat--The study of this form of energy in relation to changes of state, temperature, gas laws, molecular motion, and thermodynamic laws.
13.03 00 00 13	Inorganic Chemistry--The study of the chemistry of noncarbon compounds.
13.03 00 00 14	Kinetic Molecular Theory--The study of heat and pressure phenomena based on the motions and collisions of atoms and molecules, temperature, gas laws, energy equivalences, and conservation.

13.03 00 00 15	Materials Science--The study of the structure, reactions, functions, and synthesis of alloys, ceramics, and plastics.
13.03 00 00 16	Measurement--Includes the study of units, instruments, limits of errors, comprehension of scale, and statistical analysis associated with the comparison of some physical characteristic with an accepted standard.
13.03 00 00 17	Mechanics--The study of forces and their relation to the motion of bodies: Newton's Laws, conservation principles, energy and momentum, machines, and forces in fluids.
13.03 00 00 18	Meteorology--(For definition see 13.04 03 00 00 Meteorology under Earth-Space Sciences.)
13.03 00 00 19	Nuclear Science--The study of areas such as the structure of the nucleus, radioactivity, energy-mass equivalence, radiation detection and measurement, and energy effects produced when nuclear particles are disturbed by external forces.
13.03 00 00 20	Oceanography--(For definition see 13.04 04 00 00 Oceanography under Earth-Space Sciences.)
13.03 00 00 21	Optics--The study of the nature and propagation of light and other electromagnetic radiations, wave characteristics, geometrical optics (mirrors and lenses), color, and vision.
13.03 00 00 22	Organic Chemistry--The study of the chemistry of carbon compounds--their properties, chemical behavior, preparation, and uses.
13.03 00 00 23	Periodic Properties--The study of the periodicity in the properties of elements and relationship to atomic structure.

13.03 00 00 24	Physical Chemistry--The study of the application of physical principles to chemical systems; gas laws, thermodynamics, kinetics, solubility phenomena, and equilibrium.
13.03 00 00 25	Qualitative Analysis--The branch of chemistry concerned with the detection or identification of a substance (element, ion, or compound) by nonquantitative tests.
13.03 00 00 26	Quantitative Analysis--The branch of chemistry concerned with the determination of the amount of a substance (element, ion, or compound) by quantitative tests.
13.03 00 00 27	Quantum Mechanics--Includes the study of the behavior of electrons and nucleons, the duality of energy and matter (wave and particle models), relativity, statistical and wave mechanics, and all aspects of quantum theory.
13.03 00 00 28	Solid State Physics--The study of the structure and properties of solids such as crystals, alloys, semiconductors, superconductors, and plastics; this includes theoretical aspects of transistors, lasers, and ceramic devices.
13.03 00 00 29	Solution Phenomena--The study of the general behavior of solutions, solubility, ionization, acids-bases-salts, electrochemistry, hydrolysis, and concentration (molarity, normality).
13.03 00 00 30	Sound--The study of the sources and wave characteristics of sound, perception (hearing), accoustical treatments, and music.
13.03 00 00 31	Stoichiometry--The study of energy and material balances in chemical systems, multiple and definite proportions, and balancing equations.

13.03 00 00 32	Technological Applications--The study of aspects of the physical sciences as oriented to the needs of individuals, industries, or government; this includes applications in research, production, and human welfare.
13.03 00 00 33	Thermodynamics--The study of energy changes in physical and chemical systems; in physics, the interrelationships of heat and mechanical energy; in chemistry, the relationship of heat to chemical reactions.
13.03 00 00 34	Wave Phenomena--The study of general characteristics of periodic wave motion (length, frequency, velocity, amplitude, energy transfer, reflection, refraction, interference, diffraction...) with emphasis on similarities of different types of waves (light, sound).
13.03 00 00 99	Other Major Aspects of the Physical Sciences--Include here other major aspects of the physical sciences which are emphasized in instruction and are not listed above. (Specify.)
13.04 00 00 00	Earth-Space Sciences (including General Earth-Space Science)--Facts, concepts, and principles of geology, astronomy, meteorology, oceanography, and space exploration which are interrelated in the study of the natural environment of both earth and space.
13.04 01 00 00	Astronomy--The study of matter and energy in the universe. This includes the solar system, stars, galaxies, nebulae, and other extra-galactic phenomena. The instruments used for study and the related mathematics are important aspects of astronomy.
13.04 02 00 00	Geology--The study of the composition, structure, and history of the earth and of earth processes. Content areas such as mineralogy, petrology, structural geology, physiography, paleontology, historical geology, and economic geology may be included.

13.04 03 00 00	Meteorology--The science of the atmosphere and all of the aspects of matter-energy exchange. It involves the study of weather and climate, including humidity, temperature, atmospheric pressure, air masses and motion, clouds, precipitation, and interrelationships on both local and global scales.
13.04 04 00 00	Oceanography--The study of the oceans and other large bodies of water. Oceanography, which draws heavily from physics, chemistry, marine biology, and geology, is concerned with processes, compositional features, the interactions with the atmosphere and lithosphere, and biological interrelationships.
13.04 05 00 00	Space Exploration--The science of spacecraft, propulsion systems, launching, orbiting, rendezvous, spaceflight, solar-system destinations, and biological effects on man or other organisms.
	Major Aspects of the Earth-Space Sciences (not coded)
13.04 00 00 01	Aeronautics--The study of the structure and flight of aircraft--aviation.
13.04 00 00 02	Astronautics--The study of the problem associated with travel in space.
13.04 00 00 03	Biological Interrelationships--The study of the interactions between an organism and its environment as evidenced in paleontology, exobiology, marine biology, and ecology.
13.04 00 00 04	Climatology--The study of climates, their causes and effects over long time periods, and on regional or global scales.
13.04 00 00 05	Cosmology--The study of the principles, theories, and philosophy concerned with the nature of the universe as a whole, including its origin and evolution.

13.04 00 00 06	Earth Changes--The study of the changes through geologic time (evolution), and the change in short periods of time, such as erosion, weathering, volcanic eruptions, and earthquakes.
13.04 00 00 07	Forces and Motion--The study of gravitational, electromagnetic, and nuclear actions which result in various natural events such as air and ocean currents, planetary motion, tides, seasons, and the thermonuclear reactions of the stars.
13.04 00 00 08	Geochemistry--The study of the chemical composition, structure, and reactions of earth materials.
13.04 00 00 09	Geophysics--The study of the physics of the earth and its environment in space, including phenomena such as fields and forces, mass and motion, time and space, and matter and energy.
13.04 00 00 10	Hydrology--The study of water, including its various forms and properties; its distribution in oceans, lakes, streams, underground formations, glaciers, and in the atmosphere; and the hydrologic cycle.
13.04 00 00 11	Instrumentation and Analytical Methods--The study of the instruments and techniques used to gather information and to interpret the data. Direct observations may be supplemented through the use of instruments such as spectroscopes, telescopes, seismographs, microscopes, weather balloons, satellites, and sonar.
13.04 00 00 12	Levels of Organization--The study concerned with systems of grouping and levels of complexity and magnitude of earth phenomena such as atoms, air masses, galaxies, minerals, rocks, and mountains, and scale and complexity.
13.04 00 00 13	Matter-energy Exchange--The study of the conservation of mass and energy and the exchange of

	these across the boundaries (interfaces) between lithosphere, hydrosphere, and atmosphere.
13.04 00 00 14	Measurement--(For definition see 13.03 00 00 16 Measurement under Physical Sciences.)
13.04 00 00 15	Paleontology--The study of prehistoric forms of life such as plant and animal fossils.
13.04 00 00 16	Physical Geography--The study, description, and mapping of surface phenomena of the earth.
13.04 00 00 17	Soil Science--The study of the composition, structure, function, and control of soil in earth processes.
13.04 00 00 18	Uniformitarianism--The study of existing processes as a key to understanding the past, based on the theoretical uniformity of all geologic processes throughout all time.
13.04 00 00 19	Technological Applications--The study of aspects of the earth-space sciences as oriented to the needs of individuals, industries, or government; this includes applications in research, production, and human welfare.
13.04 00 00 99	Other Major Aspects of the Earth-Space Sciences--Include here other major aspects of the earth-space sciences which are emphasized in instruction and are not listed above. (Specify.)

TENTATIVE
Work Material

OFFICE OCCUPATIONS

14.00 00 00 00

This body of subject matter, or combinations of courses and practical experience, is organized into programs of instruction to provide opportunities for pupils to prepare for and achieve career objectives in selected office occupations. In the instructional process various aspects of subject matter frequently are drawn from other subject-matter areas. Learning experiences are designed to lead to employment and/or advancement of individuals in occupations in public or private enterprises or organizations related to the facilitating function* of the office. Included is a variety of activities, such as recording and retrieval of data, supervision and coordination of office activities, internal and external communication, and the reporting of information. Under this heading are the items of information which identify categories of career objectives in office occupations, and around which courses and practical experiences are developed.

14.01 00 00 00 Accounting and Computing Occupations--Planned learning experiences which include a combination of courses and practical experiences concerned with systematizing information about transactions and activities into accounts and quantitative records, and paying and receiving money. Career objectives are identified with a variety of occupational groups and specialization, (as indicated in the Dictionary of Occupational Titles), such as Junior Accountants, Bookkeepers, Cashiers, Machine Operators, Tellers, and Other Accounting and Computing Occupations. (See also the category 03.01 00 00 00 Accounting, and 03.03 06 00 00 Payroll Record Keeping, 03.08 00 00 00 Business Finance, 03.09 00 00 00 Business Law, 03.12 00 00 00 Business Statistics, and 03.26 01 00 00 Business Principles under BUSINESS.)

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*"Facilitating function," as used in Office Occupations, refers to the expediting role played by office occupations as the connecting link between the production and distribution activities of an organization.

14. OFFICE OCCUPATIONS (continued)

14.01 01 00 00	Accountants--Occupations concerned with the paraprofessional duties supporting the accountant in organizing, designing, and controlling numerical and financial data. (D.O.T. No. 160. series)
14.01 02 00 00	Bookkeepers--Activities concerned with computing, classifying, and recording numerical data to keep financial records. (D.O.T. No. 210. series) (See also the category 03.03 00 00 00 Bookkeeping under BUSINESS.)
14.01 03 00 00	Cashiers--Activities concerned with receiving and disbursing money in establishments other than banks, and usually involving the use of machines, including cash registers and change makers. (D.O.T. No. No. 211. series)
14.01 04 00 00	Machine Operators: Billing, Bookkeeping, and Computing-machine Operators--Occupations concerned with operations and procedures utilizing office machines for billing, posting, calculating, adding, listing, and mechanizing (other than business data processing equipment) data. (D.O.T. Nos. 214., 215., 216., and 217. series) (See also 03.03 05 00 00 Machine Bookkeeping and the category 03.10 00 00 00 Business Machines under BUSINESS.)
14.01 05 00 00	Tellers--Activities and experiences concerned with disbursing and receiving money in a bank and recording the transactions. (D.O.T. No. 210. series)
14.01 99 00 00	Other Accounting and Computing Occupations--Include here other occupations and areas of specialization concerned with computing and accounting office occupations emphasized in instruction which are not classified above, including emerging occupations in this category. (D.O.T. No. 219. series) (Specify.)
14.02 00 00 00	Business Data Processing Systems Occupations--Planned learning activities which include a combination of courses and practical experiences concerned with business data processing systems and operations. Career objectives are identified with various occupational groups and specialization, (as indicated in the *Dictionary of Occupational Titles*), such as

Computer and Console Operators, Peripheral Equipment Operators, Programmers, Systems Analysts, and other business data processing systems occupations. (See also 03.01 02 00 00 Accounting Systems, 03.01 05 00 00 Cost Accounting, 03.01 07 00 00 Data Processing Accounting, 03.12 00 00 00 Business Statistics, 03.17 00 00 00 Data Processing and Computer Operation, 03.17 01 00 00 Introduction to Data Processing, and 03.17 02 00 00 Data Processing Systems under BUSINESS.) Included in 16.04 01 00 00 Computer Programmer and 16.04 02 00 00 Systems Analyst Technology under TECHNICAL EDUCATION.)

14.02 01 00 00 Computer and Console Operators--Subject matter and experiences concerned with the operation of an electronic data processing computer, including reviewing program instructions, determining procedures for a specific run, readying equipment for operation, and manipulating and monitoring controls during operation. When computer trouble develops and halts the computer operation the operator is responsible for seeking the source of the trouble. (D.O.T. No. 213. series) (See also 03.17 05 00 00 Computer Operation: Introduction under BUSINESS.) (Included in 16.04 01 00 00 Computer Programmer under TECHNICAL EDUCATION.)

14.02 02 00 00 Peripheral Equipment Operators--Subject matter and experiences concerned with the operation of equipment which is auxiliary or peripheral to the operation of the electronic data computer. Included are the operations of card-to-tape converters, tape-to-card converters, high-speed printers, and related equipment. (D.O.T. No. 213. series) (See also 03.17 06 00 00 Processing Equipment Operation, 03.17 06 02 00 Tabulating Equipment Operation, and 03.17 06 03 00 Tabulating Machine Wiring under BUSINESS.)

14.02 02 01 00 Key Punch and Coding Equipment Operators--Subject matter and experiences with operating (1) alphabetic/numeric key-punch machines for transcribing data from source materials onto punchcards, and (2) machines that print identification codes on wire, tape, plastic tubing, and other materials, including installing specified type, code letters, and symbols in mandrels. (D.O.T. No. 213. series) (Also included under 14.09 00 00 00 Typing and Related Occupations.) (See also 03.17 06 01 00 Punch Card Data Processing under BUSINESS.)

14.02 02 99 00 Other Peripheral Equipment Operators--Include here other occupations and areas of specialization concerned with peripheral equipment operations emphasized in instruction which are not classified above, including emerging occupations in this category. (D.O.T. Nos. 213. and 219. series) (Specify.)

14.02 03 00 00 Programmers--Learning activities and planned experiences concerned with converting symbolic statements of business problems to detailed logical flow charts for coding into computer language, including:

analyzing all or part of a workflow chart of diagram representing a business problem by applying knowledge of computer capabilities subject matter, algebra, and symbolic logic to develop the sequence of program steps;

conferring with supervisors and representatives of departments concerned with programs to resolve questions of program intent, output requirements, input data acquisition, extent of automatic programming, coding and modification, and inclusions of interval checks and controls;

writing detailed logical flow charts in symbolic form to represent work order of data to be processed by a computer system, and to describe input, output, arithmetic, and logical operations involved;

converting detailed logical flow charts to language processable by computer;

devising sample input data to provide testing of program adequacy;

preparing block diagrams to specify equipment configuration;

observing or operating a computer to test a coded program using actual or sample input data;

correcting program errors by such methods as altering program steps and sequence;

preparing written instructions (run book) to guide operating personnel during production runs;

analyzing, revising and rewriting programs to increase operating efficiency or to adapt to new requirements;

compiling documentation of program development and subsequent revisions; and

specializing, in some instances, in writing programs for one make and type of computer. (D.O.T. No. 020. series) (See also 03.17 04 00 00 Computer Programming under BUSINESS.) (Included in 16.04 01 00 00 Computer Programmer under TECHNICAL EDUCATION.)

14.02 04 00 00 Systems Analysts--Subject matter and planned experiences concerned with analyzing and designing commercial systems, analyzing data methods, analyzing systems and procedures, and processing business data. Responsibilities include analyzing business problems such as the development of integrated production, inventory control and cost, and the formulation and refinement of an analysis system for conversion to a programmable form for application to an electronic data processing system.

Activities frequently involve conferences with (1) the project director of business data processing and department heads of units involved to ascertain specific output requirements such as types of breakouts, degree of data summarization, and formats for management reports; and (2) management personnel of operating units to revise plans for obtaining and standardizing input data. (D.O.T. No. 012. series)

Among other responsibilities of the systems analyst are: the study of current or the development of new systems and procedures to devise workflow sequence; the analysis of alternative means of deriving input data to select the most feasible and economical method; and the development of process flow charts in outlines and detailed form for programming, indicating external verification points such as trial audit printouts. Responsibilities may also include directing the preparation of programs, but does not include major responsibilities for technical, scientific, or exotic mathematics applications. (D.O.T. No. 020. series) (See also 16.04 02 00 00 Systems Analyst Technology under TECHNICAL EDUCATION.)

14.02 99 00 00 Other Business Data Processing Systems Occupations--Include here other occupations and areas of specialization concerned with business data processing systems occupations emphasized in instruction which are not classified above, e.g., tape librarians who are responsible for storing magnetic tapes used in processing data and making them available when they are again needed. (D.O.T. No. 223. series) (Specify.)

14.03 00 00 00 Filing, Office Machines, and General Office Clerical Occupations--Planned learning experiences which include a combination of courses and practical experiences concerned with the recording and retrieval of data, including classifying, sorting, filing, correspondence, records, and other data. Career objectives are identified with a variety of occupational groups and specialization (as indicated in the Dictionary of Occupational Titles), such as Duplicating Machine Operators, File Clerks, General Office Clerks, and other filing, office machines, and general office clerical occupations. (See also 03.10 00 00 00 Business Machines and 03.14 00 00 00 Clerical Practice under BUSINESS.)

14.03 01 00 00 Duplicating Machine Operators--Learning activities concerned with reproducing handwritten or typewritten matter by use of duplicating machines and devices. Efficiency in the operation and proper maintenance of various types of duplicating equipment are emphasized. (D.O.T. No. 207. series) (See also 03.10 04 00 00 Duplicating Machines under BUSINESS.)

14.03 02 00 00 File Clerks--Activities concerned with the recording and retrieval of data, including classifying, sorting and filing correspondence, records, and other data. (D.O.T. No. 206. series) (See also 03.21 00 00 00 Filing under BUSINESS.)

14.03 03 00 00 General Office Clerks--Activities concerned with performing a variety of clerical duties utilizing knowledge of systems and reports, including copying data and compiling records and reports; tabulating and posting data in record books; providing information and conducting interviews; operating office machines; and handling mail and correspondence. (D.O.T. No. 219. series) (See also 03.22 00 00 00 Filing and Record Control under BUSINESS.)

14.03 99 00 00 Other Filing, Office Machines, and General Office Clerical Occupations--Include here other occupations and areas of specialization concerned with filing, office machines, and general office clerical occupations emphasized in instruction which are not classified above, including emerging occupations in this category. (D.O.T. Nos. 208. and 209. series) (Specify.)

14.04 00 00 00 Information Communication Occupations--Learning experiences which include a combination of courses and practical experiences concerned with the distribution of information, e.g., by mail, telephone, telegraph, and in person. Career objectives are identified with a variety of occupational groups, (as indicated in the Dictionary of Occupational Titles) and specialization such as Communication Systems Clerks and Operators, Correspondence Clerks, Mail and Postal Clerks, Mail-preparing and Mail-handling Machine Operators, Messengers and Office Boys and Girls, Receptionists and Information Clerks, and other information communication occupations. (See also 03.06 00 00 00 Business Communications under BUSINESS.)

14.04 01 00 00 Communication Systems Clerks and Operators--Learning activities and experiences concerned with operating telephone switchboards and similar equipment for relaying incoming and interoffice calls, establishing connections between subscribers, supplying information, and calculating charges; and operating telegraph and similar equipment for transmitting and receiving messages. (D.O.T. Nos. 235, and 236. series)

14.04 02 00 00 Correspondence Clerks--Learning activities and experiences concerned with composing correspondence and related items for the purpose of obtaining or giving information. (D.O.T. No. 204. series) (See also 03.06 02 00 Report Writing under BUSINESS.)

14.04 03 00 00 Mail and Postal Clerks--Learning activities and experiences concerned with preparing incoming and outgoing mail for distribution, including time stamping, reading, sorting and delivery of incoming mail, and sealing and stamping outgoing mail or packages; selling postage stamps, postal cards, and U.S. Savings Bonds; writing money orders;

	registering and insuring mail; computing mail costs; sorting outgoing mail; and recording daily transactions. (D.O.T. Nos. 231. and 232. series)
14.04 04 00 00	**Mail-preparing- and- Mail-handling-machine Operators**--Learning activities and experiences concerned with operating machines to print names, addresses, and similar information, on items such as envelopes, accounting forms, and advertising literature; to address, fold, stuff, seal, and stamp mail; and to open envelopes. (D.O.T. No. 234. series)
14.04 05 00 00	**Messengers and Office Boys and Girls**--Learning activities and experiences concerned with running errands; sorting and delivering letters, packages, and messages; furnishing workers with clerical supplies; and performing similar routine tasks in an office. (D.O.T. No. 230. series)
14.04 06 00 00	**Receptionists and Information Clerks**--Subject matter and experiences concerned with meeting the public through (1) answering telephone and information requests and/or inquiries from company employees, or from visitors coming into the establishment, regarding such matters as activities carried on in the establishment; (2) locating offices and employees within a firm or other firms, hotels, stores, places of interest, and transit service; and (3) keeping records of callers and the nature of their business, making appointments, and interviewing people to secure required information, e.g., hospital admittance data, insurance data, and similar information. (D.O.T. No. 237. series)
14.04 99 00 00	**Other Information Communication Occupations**--Include here other occupations and areas of specialization concerned with information communication occupations emphasized in instruction which are not classified above, including emerging occupations in this category. (D.O.T. Nos. 239. and 249. series) (Specify.)
14.05 00 00 00	**Materials Support Occupations: transporting, storing, and recording**--Planned learning activities which include a combination of courses and practical experiences concerned with (1) receiving, storing, issuing, shipping, requisitioning, and accounting for stores of material or material in

use; (2) assigning locations and space to items, including verification of quality, identification, condition, and value; (3) the physical handling of items, including binning, picking, stacking, and counting; (4) preparing or committing stocks for shipment; (5) inventorying stock; (6) replenishing depleted items; and (7) filling orders, and issuing tools, equipment, or materials to workers. Career objectives are identified with a variety of occupational groups and specializations, (as indicated in the Dictionary of Occupational Titles), such as Planning and Production Clerks, Shipping and Receiving Clerks, Stock and Inventory Clerks, Traffic, Rate, and Transportation Clerks, and other transporting, storing, and recording occupations. (See also 03.09 00 00 00 Business Law, 03.12 00 00 00 Business Statistics, and 03.26 01 00 00 Business Principles under BUSINESS.)

14.05 01 00 00	Planning and Production Clerks--Learning activities and experiences concerned with routing parts for fabricating operations or repairs, developing work plans prior to production, scheduling work for and delivering parts to avoid overproduction, compiling records and reports on the number and types of units produced, and scheduling shipment of parts. (D.O.T. No. 221. series)
14.05 02 00 00	Quality Control Clerks--Learning experiences concerned with sampling, testing, and product evaluation; and running tests and recording results and variations from standards. (D.O.T. No. 168. series)
14.05 03 00 00	Shipping and Receiving Clerks--Learning activities and experiences concerned with assembling, packing, addressing, stamping or receiving, unpacking, verifying, and recording incoming merchandise or materials. (D.O.T. No. 222 series)
14.05 04 00 00	Stock and Inventory Clerks--Learning activities and experiences concerned with receiving, storing, shipping, and issuing supplies, materials, and equipment in a stockroom or warehouse environment, including taking inventories, keeping records, and requisitioning stock. (D.O.T. No. 223 series)

14.05 05 00 00	Traffic, Rate, and Transportation Clerks--Learning experiences concerned with calculating fares for carriers from rate tables. Included are the study of maps to select or layout and measure travel routes--considering type of vehicle, distance, destination, and passenger or rate service, the preparation of written reports or informing customers orally, and computing schedules and cost factors. (D.O.T.Nos. 222. and 919.series)
14.05 99 00 00	Other Materials Support Occupations: Transporting, Storing and Recording--Include here other materials support occupations and areas of specialization concerned with receiving, storing, issuing, shipping, requisitioning and accounting for stores of materials emphasized in instruction which are not classified above, including emerging occupations in this category. (D.O.T. Nos. 224., 229., and 919. series)(Specify.)
14.06 00 00 00	Personnel, Training, and Related Occupations--Planned learning experiences which include a combination of courses and practical experiences concerned with personnel administration of an organization and the facilitating functions of scheduling and conducting clerical work and management and operations of organizations. Career objectives are identified with a variety of occupational groups and specialization (as indicated in the *Dictionary of Occupational Titles*), such as Educational and Training Assistants, Interviewers and Tests Technicians, Personnel Assistants, and other personnel, training, and related occupations. (See also 03.11 00 00 00 Business Psychology and 03.26 03 00 00 Labor Management Relations under BUSINESS.)
14.06 01 00 00	Educational Assistants and Training Specialists--Learning activities and experiences concerned with the train-of personnel in the facilitating functions of an organization, dealing with personnel such as teacher aides in education, training specialists in industry, and others. (D.O.T. No. 166. series)
14.06 02 00 00	Interviewers and Tests Technicians--Activities and planned experiences concerned with interviewing and administering tests to individuals to determine their appropriateness for employment and/or advancement.

	Involved are the uses of appropriate measuring devices, and the administration, scoring, and analysis of tests. (D.O.T. Nos. 166. and 249. series)
14.06 03 00 00	Personnel Assistants--Learning activities and experiences concerned with formulating policies relating to the personnel administration of an organization. Emphasized are the conduct of programs of recruitment; selection, training, promotion, welfare, safety, compensation, and recreation involving personnel; and the separation of employees. A practical background in psychology is required for some occupations in personnel research, and in the administration of testing and counseling programs. (D.O.T. Nos. 166. and 205. series)
14.06 99 00 00	Other Personnel, Training, and Related Occupations--Include here other occupations and areas of specialization concerned with personnel, training, and related occupations emphasized in instruction which are not classified above, including emerging occupations in this category. (D.O.T. Nos. 166., 205., and 249. series) (Specify.)
14.07 00 00 00	Stenographic, Secretarial, and Related Occupations--Planned learning activities which include a combination of courses and practical experiences concerned with making, classifying, and filing records, including written communications. Career objectives are identified with a variety of occupational groups and specialization, (as indicated in the Dictionary of Occupational Titles), such as Executive Administrative Secretary, Secretaries, Stenographers, and other stenographic, secretarial, and related occupations. (See also 03.06 00 00 00 Business Communications and the category 03.34 00 00 00 Shorthand, Stenographic, and Secretarial under BUSINESS.)
14.07 01 00 00	Executive Administrative Secretary--(For definition see 14.08 01 00 00 Administrative Assistants under Supervisory and Administrative Management Occupations.)
14.07 02 00 00	Secretaries--Learning activities and experiences related to occupations concerned with carrying out administrative and general office duties in addition to taking and transcribing dictation. (D.O.T. No. 201. series)

14.07 03 00 00	Stenographers--Learning activities and experiences to occupations concerned with taking shorthand or special writing of notes by hand or machine and transcribing them. (D.O.T. No. 202. series)
14.07 99 00 00	Other Stenographic, Secretarial, and Related Occupations--Include here other occupations and areas of specialization concerned with stenographic, secretarial, and related occupations emphasized in instruction which are not classified above, including emerging occupations in this category. (D.O.T. No. 209. series)
14.08 00 00 00	Supervisory and Administrative Management Occupations--Learning activities and experiences concerned with various responsibilities such as (1) studying policies, organizational structures, and administrative practices of such organizations as governmental units, industrial firms, and nonprofit groups; (2) reviewing periodic budgets submitted by operations personnel; (3) preparing reports summarizing findings and recommending changes in policy, organization, and administration to line mangement; (4) consolidating the budget estimates and preparing financial reports for consideration and action by upper echelons of management; and (5) supervising and coordinating activities, determining work procedures, and assigning duties. (See also the category 03.01 00 00 00 Accounting; the items 03.04 00 00 00 Budget Control, 03.06 00 00 00 Business Communications, 03.08 00 00 00 Business Finance, 03.09 00 00 00 Business Law; and the category 03.26 00 00 00 Business and Management Principles under BUSINESS.)
14.08 01 00 00	Administrative Assistants--Learning activities concerned with the coordinating, expediting, and fscilitating functions of the office for aiding the executive, under his direction and in a confidential relationship, in the in the discharge of his duties as related to personnel, the budget, records control, housekeeping, making studies, conducting analyses, reviewing reports, and other responsibilities. (D.O.T. No. 169. series) (See also 03.01 12 00 00 Secretarial Accounting under BUSINESS.)
14.08 02 00 00	Budget Management Analysts--Planned learning experiences which include a combination of courses and practical experiences with (1) examining, analyzing, and

	interpreting accounting records, and (2) the study of policies, organizational structures, and administrative practices of organizations. (D.O.T. No. 161. series)
14.08 03 00 00	Clerical and Office Supervisors--Learning activities and experiences concerned with managerial occupations which require a knowledge of the mangement and operations of budget and management analysis occupations in the facilitating function of an organization, rather than a scientific, technical, or administrative specialty. (D.O.T. Nos. 160.-169. series)
14.08 04 00 00	Data-methods and systems-procedures Analysts--Learning activities and experiences concerned with studying policies, organizational structures, and administrative practices of an organization for the purpose of recommending and installing systems procedures and methods improvements. (D.O.T. 012. series)
14.08 05 00 00	Office Managers and Chief Clerks--Learning activities and experiences concerned with the facilitating function of the office involving supervision of the budget and management analysis staff of an office, scheduling and conducting work, and other administrative specializations. (D.O.T. No. 169. series)
14.08 99 00 00	Other Supervisory and Administrative Management Occupations--Include here other occupations and areas of specialization concerned with supervisory and administrative management occupations emphasized in instruction which are not classified above, including emerging occupations in this category. (D.O.T. Nos. 160.-169., 188., and 189. series) (Specify.)
14.09 00 00 00	Typing and Related Occupations--Planned learning activities which include a combination of courses and practical experiences concerned with recording data, supervising and administering typing staffs and typing, and managing offices. Career objectives are identified with a variety of occupational groups and specialization, (as indicated in the Dictionary of Occupational Titles), such as Clerk

	Typists, Key Punch and Coding Equipment Operators, Typists, and other typing and related occupations. (See also 03.06 00 00 00 Business Communications and the category 03.35 00 00 00 Typewriting under BUSINESS.)
14.09 01 00 00	Clerk Typists--Learning activities concerned with the performance of general clerical work requiring the use of a typewriter in a majority of the duties, e.g., compiling and typing reports, bills, application forms, shipping tickets, and other data from clerical records. These activities also include the filing of records and reports, posting information to records, sorting and distributing mail, answering telephones, computing using adding machines, and other similar duties. (D.O.T. No. 209. series)
14.09 02 00 00	Key Punch and Coding Equipment Operators--(For definition see 14.02 02 01 00 Key Punch and Coding Equipment Operators, under Business Data Processing Systems Occupations.)
14.09 03 00 00	Typists--Learning activities and experiences related to occupations concerned with recording data by means of a typewriter or similar device. (D.O.T. No. 203. series) (See also 03.35 02 00 00 Production Typewriting, 03.35 03 00 00 Typewriting, First Course, and 03.35 04 00 00 Typewriting, Second Course, under BUSINESS.)
14.09 99 00 00	Other Typing and Related Occupations--Include here other occupations and areas of specialization concerned with typing and related occupations emphasized in instruction which are not classified above, including emerging occupations in this category. (Specify and list D.O.T. Nos. 209. and 219. series)
14.10 00 00 00	Miscellaneous Office Occupations--Planned learning experiences (not elsewhere classified) which include a combination of courses and practical experiences concerned with the facilitating functions, e.g., public contact such as registering hotel and motel guests, examining claims and records, and collecting and tracing accounts. Career objectives are identified with various occupational groups and specialization, (as indicated in the Dictionary of Occupational Titles),

14. OFFICE OCCUPATIONS (continued)

such as Collectors, Hotel Clerks, Clerical Technicians, Credit Clerks, and other occupations and areas of specialization concerned with office occupations not listed or classifiable in the above categories. (D.O.T. Nos. 240., 241., 242., and 249. series) (Specify.)

14.99 00 00 00 Other Office Occupations--Include here other planned learning experiences emphasized in emerging office occupations not listed or classifiable in one of the above major categories. (Specify and list D.O.T. Nos.)

SOCIAL SCIENCES/SOCIAL STUDIES

15.00 00 00 00

The social sciences/social studies are comprised of interrelated subject matter organized to impart knowledge, develop skills, and identify goals concerning elements and institutions of human society in the disciplines of history, economics, political science, sociology, anthropology, psychology, geography, and philosophy.

The social studies are comprised of those aspects of the above which in practice are selected for instructional purposes in schools and colleges. Social studies are usually socially oriented with regard to aims and subject matter concerning the elements and institutions of human society such as geography, history, sociology, the family, the community, the State, and the welfare and interrelationships of human beings.

Employing systematic, analytical, and theoretical methods, the social sciences include modes of inquiry such as historical or genetic approaches, survey research, experimentation, content analysis, and logical analysis. Illustrative methods as techniques include: field studies, case studies, statistical analysis, map and photo interpretations, simulation, participant observation, polling, questionnaires, and others.

Included under this heading are the items of information which identify various subjects in the social sciences/social studies subject-matter area.

15.01 00 00 00 Anthropology--The study of man and his works in which attention is focused on the relation between man and culture in the past and present, and on man's ongoing cultural development and the varieties of human, physical, social, and cultural forms. Anthropology is organized under such descriptive titles as Archeology, Cultural Anthropology, Enthnology, and Physical Anthropology.

15.01 01 00 00 Archeology--The study of human history from the remains of past cultures.

15.01 02 00 00 Cultural Anthropology--The comparative study of the culture of societies throughout the world, over time, with emphasis on learned and shared behavior. The following topics frequently are included for study:

15.01 02 00 01	Acculturation
15.01 02 00 02	American Indians
15.01 02 00 03	Community Development
15.01 02 00 04	Culture
15.01 02 00 05	Cultural Change
15.01 02 00 06	Cultural Evolution
15.01 02 00 07	Cultural Psychology
15.01 02 00 08	Cultural Transmission
15.01 02 00 09	Cultural Values
15.01 02 00 10	Folk Societies
15.01 02 00 11	Kinship Systems
15.01 02 00 12	Peasant Societies
15.01 02 00 13	Personality and Culture
15.01 02 00 14	Prehistoric People
15.01 02 00 15	Primitive Peoples, e.g., Bushmen, Eskimos
15.01 02 00 16	Race
15.01 02 00 17	Social, Political, Economic Organization
15.01 02 00 99	Other Topics in Cultural Anthropology--Include here other topics emphasized in cultural anthropology which are not listed above. (Specify.)
15.01 03 00 00	Ethnography--Subject matter and activity concerned with the procedure for studying customary behavior--collecting data on living creatures and describing them.

15.01 04 00 00	Ethnology--The study of relationships between or among cultural traditions, culture areas, and cultures.
15.01 05 00 00	Ethnoscience--The study of native systems of description and classification of cultures.
15.01 06 00 00	Physical Anthropology--The study of man's physical characteristics, his biological history, and present varieties. Topics frequently studied include the following:
15.01 06 00 01	Evolution
15.01 06 00 02	Prehistoric People
15.01 06 00 03	Primitive Behavior
15.01 06 00 04	Primitive Peoples, e.g., Bushmen, Eskimos
15.01 06 00 05	Race
15.01 06 00 99	Other Topics in Physical Anthropology--Include here other topics emphasized in physical anthropology which are not listed above. (Specify.)
15.01 99 00 00	Other Anthropology--Include here other subject matter emphasized in anthropology which is not classifiable above. (Specify.)
15.02 00 00 00	Area Studies (Multidisciplinary)--Studies of selected areas which vary in scale from the small area, such as the neighborhood, to a large continental area such as South America. They may be defined in terms of political boundaries, geographic areas, or cultural characteristics.

The term "area studies" usually connotes the interdisciplinary approach, from the more simple geography--history interpretation--to the complex cultural interpretation involving anthropology, sociology, economics, political science, and other related areas. Area studies frequently are grouped as follows:

15. SOCIAL SCIENCES/SOCIAL STUDIES (continued)

15.02 01 00 00	Areas Beyond the United States:
15.02 01 01 00	Africa
15.02 01 02 00	Asia
15.02 01 03 00	Canada
15.02 01 04 00	Europe
15.02 01 05 00	Latin America
15.02 01 06 00	Middle East
15.02 01 07 00	Pacific
15.02 01 08 00	Soviet
15.02 01 99 00	Other Areas Beyond the United States--Include here other areas beyond the United States emphasized in instruction which are not listed above. (Specify.)
15.02 02 00 00	Regions of the United States
15.02 02 01 00	Midwest
15.02 02 02 00	North Central
15.02 02 03 00	Northeast
15.02 02 04 00	Northwest
15.02 02 05 00	Southeast
15.02 02 06 00	Southwest
15.02 02 99 00	Other Regions of the United States--Include here other regions beyond the United States emphasized in instruction which are not listed above. (Specify.)
15.02 03 00 00	Small Areas
15.02 03 01 00	Home State
15.02 03 02 00	Local Community

15.02 03 03 00	Neighborhood
15.02 03 99 00	Other Small Areas--Include here other small areas emphasized in instruction which are not listed above. (Specify.)
15.02 99 00 00	Other Area Studies--Include here other area studies emphasized in instruction which are not listed or classifiable above. (Specify.)
15.03 00 00 00	Citizenship Education--The study of subject matter comprised of those portions of the social sciences/social studies, as well as cocurricular activities, which contribute to the development of desired qualities in civic behavior.
15.04 00 00 00	Conservation (Resource-use Education)--(For definition see 13.02 00 00 09 Conservation under Major Aspects of the Biological Sciences in NATURAL SCIENCES.)
15.05 00 00 00	Consumer Education--The study concerned with the development of knowledge, understanding, appreciations, and skills involved in the economic welfare of the consumer and consumer groups in everyday life, e.g., competency in managing money, purchasing and using goods and services, banking, investments, credit, consumer legislation, evaluation of consumer research and product-testing, and the role of the consumer in the economy. (Included as 03.15 00 00 00 Consumer Education under BUSINESS and 09.01 04 00 00 Consumer Education under HOME ECONOMICS.)
15.06 00 00 00	Economics--The study of man's use of limited resources to satisfy his wants--resources transformed by production into goods and services which, upon distribution, are transformed by consumption to yield the satisfaction of wants. The study of economics includes the analysis of the implications of alternative choices in the allocation of resources. (Included as 03.18 00 00 00 Economics under BUSINESS.) Subject matter in economics is organized under various descriptive titles such as the following:
15.06 01 00 00	Business and Industry Economics--The study of how the business firm is organized and combines resources to

	produce goods and services, taking account of costs, prices, profits, and the nature and extent of competition in markets.
15.06 02 00 00	Comparative Economics--The study of (a) comparative economic systems: differences among economics in their arrangements for the production, distribution, and consumption of goods and services; (b) comparative economic thought: differences among economic explanation of the production, distribution, and consumption of goods and services; and (c) economic development: the evolution of economics toward industrialism, the growth of the world economy, and the growth of international trade.
15.06 03 00 00	Consumer Economics--The study of the problems in consuming the *production of the economy as seen from the behavior* of the individual consumer and the aggregate of consumers which is the consumer sector of the economy. (Included as 03.18 01 00 00 Consumer Economics under BUSINESS and 04.10 05 00 00 Economics of Consumption under DISTRIBUTION and MARKETING (DISTRIBUTIVE EDUCATION).)
15.06 04 00 00	History of Economic Thought--The study of changes in the explanations of how economic systems have answered the questions: What shall be produced? How shall it be produced? For whom shall it be produced?
15.06 05 00 00	Money and Banking--The study of the influence upon economic activity of the quantity of money and credit and its cost (interest rates). (Included as 03.18 03 00 00 Money and Banking under BUSINESS.)
15.06 06 00 00	National Income (and components thereof)--The study of the explanation of level, growth, stability, and composition of a nation's or region's income, including the influence of taxing, borrowing, and spending at Federal, State, and local levels.
15.06 07 00 00	Principles of Economics--Commonly included for study in a survey course in economics entitled "Principles of Economics" are the kinds of applications considered in the various types of economics described in this category.

(Included as 03.18 04 00 00 Principles of Economics under BUSINESS.)

15.06 08 00 00 Resource Economics--The study of the employment of (a) labor resources such as wages, job security, and trade unions; (b) capital resources such as manmade instruments of production; and (3) natural resources such as land, mineral wealth, and water. (Included as 03.18 02 00 00 Labor Economics under BUSINESS.)

15.06 99 00 00 Other Economics--Include here other organized subject matter emphasized in economics which is not listed above, e.g., mathematical economics, economic theory, institutional economics, economic statistics, and operations research. (Specify.)

15.07 00 00 00 Geography--The study of spatial relations and spatial processes on the earth's surface, studied on a variety of scales ranging from local to worldwide. Included are both empirical and theoretical approaches to an understanding of (a) the spatial relations and processes of physical, biotic, and human phenomena considered separately or in varying combinations, and (b) spatial relations and processes in the abstract. An understanding of these spatial relations and processes and their significance to human activities encourages analysis of why things are when they are. Subject matter in geography is organized under various descriptive titles, including the following:

15.07 01 00 00 Historical Geography--The study of the geographies of the past. It is concerned with the reconstruction of the geography of a past period. Thus, an historical geography of any region is theoretically possible for every period of its history.

15.07 02 00 00 Human Geography--The geographical study of man and his economic, social, and political activities as they are distributed over the surface of the earth. (Comprises a portion of the definition of 03.19 00 00 00 Economics under BUSINESS.) The following considerations are frequently included for study:

15.07 02 01 00 Cartographic Interpretation

15.07 02 02 00	Circulation Patterns
15.07 02 03 00	Economic Patterns
15.07 02 04 00	Political Patterns
15.07 02 05 00	Population
15.07 02 06 00	Settlement Patterns
15.07 02 99 00	Other Human Geography--Include here other human geography emphasized in instruction which is not listed above. (Specify.)
15.07 03 00 00	Physical Geography--The study of that branch of geography which deals with the distribution and interrelationships of the physical and biotic features of the earth's surface: landforms, soils, climates, water (both surface and subsurface), minerals, and wild plant and animal life. Concerned exclusively with man's physical and biotic habitat, physical geography can properly be regarded as a natural science and is frequently included in science education drawing on earth science for subject matter. In practice, the following major aspects of physical geography frequently are included for study:
15.07 03 01 00	Atmosphere: weather, climate
15.07 03 02 00	Biosphere: wild plants, wild animals
15.07 03 03 00	Exosphere, e.g., remote sensing
15.07 03 04 00	Hydrosphere: oceans, other surface water bodies, subsurface water, land ice
15.07 03 05 00	Lithosphere: land forms, minerals, soils
15.07 03 99 00	Other Aspects of Physical Geography--Include here other aspects of physical geography emphasized in instruction which are not listed above. (Specify.)
15.07 04 00 00	Regional Geography--The study of regions, a region being an area of any size that is homogeneous with respect to specific criteria. (Comprises a portion of the definition of 03.19 00 00 00 Economic Geography under BUSINESS.) In practice, regional geography comprises a wide variety

	of studies--physical, biotic, and human--such as the following:
15.07 04 01 00	Agricultural Regions, such as dairy belt or corn belt
15.07 04 02 00	Climatic Regions, such as rainy tropics or arid lands
15.07 04 03 00	Continental Regions, such as North America
15.07 04 04 00	Culture Regions, such as Latin America
15.07 04 05 00	Landform Regions, such as mountain areas
15.07 04 06 00	Manufacturing Regions, such as the Anglo-American Manufacturing Belt
15.07 04 07 00	Political Regions, such as an individual State, a group of states, or a nation
15.07 04 08 00	Population (Human) Regions
15.07 04 09 00	Theoretical Regions
15.07 04 10 00	Vegetation Regions, such as steppe or savanna areas
15.07 04 99 00	Other Regional Geography--Include here other regional geography emphasized in instruction which is not listed above. (Specify.)
15.07 05 00 00	Other Geography--Include here other organized subject matter emphasized in geography which is not listed or classifiable above. (Specify.)
15.08 00 00 00	History--The study of man's past considered in terms of change or process. The conventional categories of inquiry are: political history, economic history, social history, and intellectual history. Consideration is also given to how historians proceed by gathering, criticizing, synthesizing, and interpreting evidence concerning accessible and relevant periods of the past. The subject matter of history is organized under various descriptive titles such as follow:

15.08 01 00 00	American History (including Canada, Latin America, and the United States)--The historical study of selected events, individuals, groups, institutions, artifacts, ideas, and other phenomena associated with the western hemisphere. American history considers, e.g., pre-Columbian cultures, European discovery and exploration, colonial society, growth of independent nations, and interAmerican relations.
15.08 02 00 00	Local History--The historical study of selected events, individuals, groups, institutions, artifacts, ideas, and other phenomena associated with localities. Local history considers, e.g., settlement, growth of the economy, ethnic influences, and cultural development.
15.08 03 00 00	Modern History--The historical study of selected events, individuals, groups, institutions, artifacts, ideas, and other phenomena associated with the period of modernity (since approximately 1500 A.D.). Modern history considers, e.g., the expansion of Europe, the impact of romantic thought, the industrial revolution, and anti-colonialism in Africa and Asia.
15.08 04 00 00	Nonwestern Civilization--The historical study of selected events, individuals, groups, institutions, artifacts, ideas, and other phenomena associated with the nonwestern world (Asia and Africa). Nonwestern civilization considers, e.g., the development of Chinese thought, imperial enterprise in Africa, social revolution in Southeast Asia, and diffusion of western ideas.
15.08 05 00 00	State History--The historical study of selected events, individuals, groups, institutions, artifacts, ideas, and other phenomena associated with individual American States. State history considers, e.g., exploration, constitutional evolution, development of transportation and communication, and military contribution.
15.08 06 00 00	United States History--The historical study of selected events, individuals, groups, institutions, artifacts, ideas, and other phenomena associated with the United States. United States history considers, e.g., colonial society, the westward movement, the Civil War, and America's emergence as a great power.

15.08 07 00 00	Western Civilization--The historical study of selected events, individuals, groups, institutions, artifacts, ideas, and other phenomena associated with the western world. Western civilization considers, e.g., rise and fall of the Roman Empire, the Renaissance and Reformation, the rise of the nation State, and the secularization of society.
15.08 08 00 00	World Civilization--The historical study of selected events, individuals, groups, institutions, artifacts, ideas, and other phenomena associated with the entire world, usually taught in junior colleges with an emphasis on social and intellectual changes rather than political changes. World civilization considers, e.g., the emergence of Greek philosophy, the proliferation of Christianity, and the integration of the international community.
15.08 09 00 00	World History--The historical study of selected events, individuals, groups, institutions, artifacts, ideas, and other phenomena associated with the entire world. World history considers, e.g., emergence of prehistoric man and society, the Roman conquests, the westernization of Asia, and the impact of technology since 1500 A.D.
15.08 99 00 00	Other History--Include here other subject matter emphasized in history which is not listed above, e.g., ancient history, history of Latin America, history of democratic thought, and history of religion. (Specify.)
15.09 00 00 00	Philosophy--A systematically organized body of knowledge concerned with the investigation and study of human nature and conduct as conceived and interpreted in terms of facts and principles of reality. Usually, the substance of philosophy includes aspects of esthetics, ethics, logic, metaphysics, and the theory of knowledge. The subject matter of philosophy is organized under various descriptive titles such as those which follow:
15.09 01 00 00	Ethics--The study and critical examination of morals, the meaning of "good," the nature of moral judgment, and the justification of conduct in terms of what is considered right and proper standards of behavior. Considerations are given to the theoretical problems involved in ethics

	and the development of understandings which enable pupils to establish personal views concerning moral phenomena.
15.09 02 00 00	History of Philosophy--The study of selected philosophers and areas of scholarship in philosophy from the pre-Socratic era to the present.
15.09 03 00 00	Introduction to Philosophy--The study of the major philosophical problems, issues, and conflicts as treated by classical and modern philosophers. The theory of knowledge, facts and principles of reality and of human nature and behavior, and the implications of morality, science, and religion in everyday life are among the assumptions and issues frequently examined.
15.09 04 00 00	Logic--The study of the scientific principles of formal reasoning and criteria governing validity in thinking. Attention may be given to a wide range of considerations, such as application of logic and rhetoric to everyday situations, symbolic logic, semantics, processes of argument, inconsistency, methods of investigation, and propositions and inferential interrelationships.
15.09 05 00 00	Metaphysics--The study of the science of reality--of being. The nature of mind and of space and of time, the principles and causes of things, and the existence of universals are aspects of metaphysics which are frequently examined, as well as philosophical agreements and disagreements with these issues.
15.09 06 00 00	Philosophy of Religion--The critical investigation and study of religious experiences, beliefs and statements, arguments for God, and the evaluation of the historical derivation of a religion or religions.
15.09 99 00 00	Other Philosophy--Include here other subject matter emphasized in philosophy which is not listed above. (Specify.)
15.10 00 00 00	Political Science--The study of government(s) and political behavior. The subject matter provides pupils with insight

15. SOCIAL SCIENCES/SOCIAL STUDIES (continued)

into a variety of factors important to the study of governments and culture, and systems processes, policies, theories, goals, and the relationships between governments. The subject matter of government is organized under various descriptive titles such as those which follows:

15.10 01 00 00	American Government--The study of the processes and structures and processes by which men govern themselves at the local, State, and national levels.
15.10 02 00 00	Comparative Systems--The study and comparative analysis of political institutions, processes, and behavior in various countries--developing and developed.
15.10 03 00 00	Constitution, The--The study of the legal framework under which the American political system operates.
15.10 04 00 00	Contemporary World Affairs--The analysis of economic, sociological, political, legal, cultural, and other factors which influence the relations between nations.
15.10 05 00 00	International Relations--The study of agencies, operations, and principles involved in communication and interaction among nations, with emphasis typically given to relations among governments.
15.10 06 00 00	Political Parties and Public Opinion--The development, organization, and operation of political parties and pressure groups and the formulation and role of public opinion.
15.10 07 00 00	Political Theory--The study of the major schools of political philosophy, including the development of modern methodological techniques relevant to political science.
15.10 08 00 00	Public Administration--The study of the organization of government and the means by which decisions are made and carried out.

15. SOCIAL SCIENCES/SOCIAL STUDIES (continued)

15.10 99 00 00	Other Political Science--Include here other subject matter emphasized in political science which is not listed above. (Specify.)
15.11 00 00 00	Psychology--The study and systematic investigation of organisms, especially human beings, and their collective characteristics--their intelligence, feelings, and attitudes, and their behavior in relation to physical and social environment. The subject matter of psychology is organized under various descriptive titles such as those which follow:
15.11 01 00 00	Developmental Psychology--The investigation and study of those aspects of psychology concerned with the progressive development and behavior in childhood and adolescence. Frequently emphasized for study are: behavior and mental growth, the process of maturation, the concept of self, norms in behavior, social norms (relationship with people), heredity and environment and their interaction, parent-child relationships, and the effects of cultural and social forces upon attitudes and values.
15.11 02 00 00	Educational Psychology--The investigation and study of a variety of aspects of psychology and their applications to classroom situations. Among considerations frequently emphasized are the nature and theory of learning, child and adolescent development, emotion and adjustment, motivation, and individual and group differences.
15.11 03 00 00	General Psychology--The study of the fundamental principles of human behavior. Basic concepts, the scope of psychology, psychological methods, human behavior, animal behavior, motivation, thought processes, theory of learning, characteristics of emotions, and perception are frequently emphasized. Subject matter is usually designed for study in breadth rather than for the study of selected aspects of psychology in depth.
15.11 04 00 00	Psychology of Adjustment--The study of the individual in terms of total adjustment with major emphasis applied to social environment. Among factors frequently emphasized for study are adjustment techniques, personality as a construct, theories of personality, the nature of conflict

	and adjustment in personality, and physiological and social aspects of personality development.
15.11 05 00 00	Social Psychology--The study of the behavior of individuals and of groups, of behavioral interractions, and of the influence of the group(s) on attitudes, emotions, and personality development. Among the aspects of social psychology frequently emphasized for study are the adjustment of individuals to group situations, including family, school, and occupation; social foundations of attitudes and behavior--development and change; social judgments and perception; and psychological factors involved in race prejudice, war, and nationalism.
15.11 06 00 00	Other Psychology--Include here other subject matter emphasized in psychology which is not listed above. (Specify.)
15.12 00 00 00	Sociology--The study of human society, its structure and processes. It includes a wide range of societal relationships--from the primary groups such as the family, the tribe, and the clan, to the complex groupings that characterize the megalopolis of urban society. Socialization, collective behavior, deviance from the group, culture, aspects of social status, and patterns of social change are among areas emphasized in subject matter. The subject matter of sociology is organized under various descriptive titles such as those which follow:
15.12 01 00 00	Community, The--The study of the social organization of a cluster of family groups, in a given locality, that are linked by a consciousness of similarities in attitudes, values, and problems. Among major aspects of "community" which are investigated and studied are the following:
15.12 01 01 00	Rural Society--A study of that portion of organized society living in rural areas, with emphasis on rural trends and problems.
15.12 01 02 00	Urban Society--Applications of sociological principles to the study of customs and institutions in an urban

setting, with emphasis on metropolitan trends and problems. Aspects of urban planning may be appropriately included for investigation and study.

15.12 01 99 00	Other Community--Include here other organized subject matter concerning "community" and emphasized in instruction which is not listed above. (Specify.)
15.12 02 00 00	Public Opinion and Political Sociology--The investigation and study of the development of sociological attitudes and behavior, including voting behavior, pressure groups, mass communication, and detection and interpretation of propaganda.
15.12 03 00 00	Socialization--The study of the problems and processes of man becoming a participating member of society.
15.12 04 00 00	Social Organization--The study of the structure of groups, institutions, and agencies that comprise the structure of society. Among the groups, institutions, and agencies studied the following usually are included:
15.12 04 01 00	Education--The study of schools and other educational agencies--their structure, role in the socialization process, and function in a dynamic society.
15.12 04 02 00	Family--The study of the smallest group central to an organized society--its social, economic, and biological characteristics, functions, and problems.
15.12 04 03 00	Religion--The study of the structure of the church and other religious organizations and their functions in a dynamic contemporary society.
15.12 04 99 00	Other Social Organization--Include here other subject matter emphasized in social organization which is not listed above. (Specify.)

15.12 05 00 00	Social Problems--The study of maladjustments in human groups. The subject matter may appropriately include the study of: (a) family disorganization; (b) population imbalances; (c) delinquency; (d) crime--causes, effects, and remedies related to the pathology of society that involves the maladjustments of the individual that bring him into conflict with society; (e) poverty; and (f) ethnic group conflicts.
15.12 06 00 00	Social Stratification--The study of the hierarchical groups in society, such as classes and castes.
15.12 07 00 00	Social Theory--The investigation and study of the concepts and propositions developed in the systematic analysis of the structural components of human society and their interaction.
15.12 99 00 00	Other Sociology--Include here other subject matter emphasized in sociology which is not listed or classifiable above. (Specify.)
15.99 00 00 00	Other Social Sciences/Social Studies--Include here organized subject matter emphasized in social sciences/social studies which is not listed or classifiable above. (Specify.)

TENTATIVE
Work Material

TECHNICAL EDUCATION

16.00 00 00 00

Technical education is concerned with that body of knowledge organized in a planned sequence of classroom and laboratory experiences usually at the postsecondary level to prepare pupils for a cluster of job opportunities in a specialized field of technology. The program of instruction normally includes the study of the underlying sciences and supporting mathematics inherent in a technology; and of the methods, skills, materials, and processes commonly used and services performed in the technology. A planned sequence of study and extensive knowledge in a field of specialization is required in technical education, including competency in the basic communication skills and related general education. Technical education prepares for the occupational area between the skilled craftsman and the professional person such as the doctor, the engineer, and the scientist.

The technical education curriculum must be so structured that it prepares the graduate to enter a job and be productive with a minimum of additional training after employment, provides a background of knowledge and skills which will enable him to advance with the developments in the technology, and enables him, with a reasonable amount of experience and additional education, to advance into positions of increased responsibility.

The technician frequently is employed in direct support of the professional employee. For example, the engineering technician will be capable of performing such duties as assisting in the following engineering functions: designing, developing, testing, modifying of products and processes, production planning, writing reports, and preparing estimates; analyzing and diagnosing technical problems that involve independent decisions; and solving a wide range of technical problems by applying his background in the technical specialties--science, mathematics, and communicative and citizenship skills.

16.01 00 00 00 Engineering-related Technology--That part of the engineering field which requires the application of scientific and engineering knowledge and methods combined with technical skills necessary in the support of engineering activities. Persons prepared in this technology are a part of the engineering manpower team which includes the skilled craftsman, the technician, and the engineer, and work as technicians in close support of the engineer.

16.01 01 00 00	Aeronautical Technology--A planned program of classroom and laboratory experiences, including mathematics, the physical sciences, and a combination of aerodynamics, structures, materials, and electronics as applied to the design, testing, and development of aircraft. This program is designed to produce the ability to understand the propulsion, control, and guidance system of the airplane, and to collect pertinent engineering data in a research-and-development activity. This program prepares the graduate to work in direct support of the engineer in the aerospace industry.
16.01 02 00 00	Agricultural Technology--Specialized classroom and laboratory learning experiences in physical sciences, mathematics, and specialty courses dealing with farm machinery, farm structures, and rural electrification, designed to prepare the graduate to work in direct support of the agricultural engineer.
16.01 02 01 00	Agricultural Electrification Technology--Specialized learning experiences in electrical systems as applied to planning, estimating, and designing to meet the needs of the customer. (See also 01.03 06 00 00 Agricultural Electrification under AGRICULTURE.)
16.01 02 02 00	Agricultural Machinery and Equipment Technology--Specialized learning experiences in properties of soils, characteristics of crop growth, and the development of knowledge and understandings concerning mechanisms, control systems, and materials-handling as applied to the design, development, testing, and manufacture of agricultural machinery and equipment. (See also 01.03 01 00 00 Agricultural Power and Machinery under AGRICULTURE.)
16.01 02 03 00	Agricultural Structures and Equipment--Specialized learning experiences concerned with the strength of building materials and elementary structures as applied to planning, estimating, and designing to meet the needs of the customer. (See also 01.03 02 00 00 Agricultural Structures and Conveniences under AGRICULTURE.)

16.01 02 99 00	Other Agricultural Technology--Include here other organized subject matter and experiences emphasized in agricultural technology which are not listed above. (Specify.)
16.01 03 00 00	Architectural Technology (Building Construction)--A program of instruction designed to provide the pupil with knowledge and understanding of scientific principles, mathematical concepts, and communicative and technical skills combined with laboratory experiences including creative design, testing, and model building which will enable him to be supportive to the architect and the architectural engineer. The subject matter is concerned with design, estimating, inspection, supervision, and contracts and specifications--primarily in the field of building construction--with emphasis on the art of form.
16.01 04 00 00	Automotive Technology--A sequence of classroom and laboratory experiences, including the study of scientific and mathematical principles which lead to understanding of the design, development, and testing of internal combustion engines and related component parts of the motor vehicle, including transmissions, electrical systems, and braking systems. This program is planned to prepare the graduate to perform duties concerned with designing, testing, and development in direct support of the automotive engineer.
16.01 05 00 00	Chemical Technology--A program of instruction designed to provide the pupil with knowledge of scientific principles, mathematical concepts, and communicative and technical skills combined with appropriate laboratory experiences which will enable him to be supportive to the chemical engineer. The subject matter emphasizes qualitative, quantitative, and analytical analyses in general and organic chemistry. In the unit-operation laboratory he studies material handling, crushing, grinding, and sizing. By pilot-plant operation he studies the machinery and methods used in extraction, distillation, evaporation, drying, absorption, and heat transfer in chemical technology. He designs, installs, and operates pilot plants for chemical manufacturing processes.

16.01 06 00 00 Civil Technology--A planned program of classroom and laboratory experiences including the study of physical sciences, mathematics, surveying, strength of materials, and other specialty courses leading to preparation for designing, testing, and supervising the construction of highways, railroads, airports, bridges, harbors, irrigation works, sanitary plants, and other structures. The graduate works in direct support of the civil engineer.

16.01 06 01 00 Roadway Technology--Specialized learning experiences designed to prepare personnel for duties such as surveying, designing routes, laying out roadways, testing materials, acquiring land and preparing plans and specifications for the construction of highways, railroads, and airports.

16.01 06 02 00 Sanitation Technology--Specialized learning experiences, including the study of biological sciences, planned for preparing personnel who will be involved in the design, construction, and operation of water systems and sewage disposal systems, and pollution control systems.

16.01 06 03 00 Structural Technology--Specialized learning experiences concerned with the preparation of personnel for duties such as structural detailing and design testing, building construction supervision, estimating, and specification writing.

16.01 06 99 00 Other Civil Technology--Include here other organized subject matter and experiences emphasized in civil technology which are not listed above. (Specify.)

16.01 07 00 00 Electrical Technology--An organization of subject matter and laboratory experiences designed to provide preparation in speciality courses, physical sciences, mathematics, and general education as applied to the design, development, and testing of electrical circuits, devices and systems for generating electricity, and the distribution and utilization of electrical power. These electrical systems incorporate, and require knowledge about the application of electronic and instrumentation devices.

The program is designed to develop in the individual the capacity to perform in such areas as: model and prototype development and testing; systems analysis and integration including design, selection, installation, calibration and testing; development of corrective and preventive maintenance techniques; application of engineering data; and the preparation of reports and test results in support of the electrical engineer.

16.01 08 00 00 Electronics Technology--Subject matter and laboratory experiences organized to provide preparation in the specialty courses, physical science, mathematics, and general education concerned with the design, development, modification, and testing of electronic circuits, devices and systems. Subject matter incorporates solid state and microminiaturization devices and representative systems such as microwave systems, computers, and controls.

The program is designed to develop in the individual the capacity to perform in such areas as: practical circuit feasibility; prototype development and testing; development of maintenance techniques; systems analysis including design, selection, installation, calibration, and testing; and the application of engineering data and preparation of reports and test results in support of the professional personnel in the electronics field.

16.01 09 00 00 Electromechanical Technology--A selection and integration of specialized classroom and laboratory learning experiences in both the mechanical and electrical fields. Instruction is planned to provide preparation for responsibilities concerned with the design, development, and testing of electromechanical devices and systems such as automatic control systems and servomechanisms, including vending machines, elevator controls, missile controls, tape-control machines, and auxiliary computer equipment.

The program of instruction is designed to develop understanding, knowledge, and skills which will provide the capacity to perform effectively in such areas as: feasibility testing of engineering concepts; systems analysis including design, selection, and testing; application of engineering data; and the preparation of written reports and test results in support of mechanical and electrical engineers.

16. TECHNICAL EDUCATION (continued)

16.01 10 00 00	Environmental-control Technology--Classroom and laboratory experiences designed to develop in the pupil knowledge and understanding concerned with the scientific principles and basic mathematics dealing with the control of temperature and quality of air, and the design, testing, installation, and development of heating and cooling systems.
16.01 10 01 00	Cooling--Specialized learning experiences concerned with cooling systems such as unit air conditioners and control systems. Instruction emphasizes design, development, and installation and their applications to cooling systems.
16.01 10 02 00	Heating--Specialized learning experiences concerned with heat generation systems such as oil burners, coal furnaces, and electrical heating units. Instruction emphasizes design, development, testing, and installation and their applications to heating systems.
16.01 10 03 00	Refrigeration--Specialized learning experiences concerned with such scientific principles as the laws of gases, the flow of fluids, and automatic control systems as applied to the temperature control of a particular environment, including food warehouses, cryogenic laboratories, and commercial food storage units.
16.01 10 99 00	Other Environmental-control Technology--Include here other organized subject matter and experiences emphasized in environmental-control technology which are not listed above. (Specify.)
16.01 11 00 00	Industrial Technology--A program of instruction designed to develop knowledge and understanding of scientific principles, mathematical concepts, and communicative and technical skills, combined with appropriate laboratory experiences which will prepare the pupil to be supportive to the industrial engineer in production and planning. The subject matter emphasizes the design and installation of integrated systems of materials, machinery, equipment, and personnel.

16.01 12 00 00	Instrumentation Technology--A sequence of classroom and laboratory experiences, supported by physical sciences and mathematics, concerned with providing an understanding in the fields of electricity, electronics, mechanics, pneumatics, and hydraulics as they pertain to applications of the principles of control and recording systems and automated devices. The instructional program is planned to prepare the pupil to design, develop prototypes, and test and evaluate control systems or automated systems and to prepare graphs, written reports and test results in support of the professional personnel working in the field of instrumentation.
16.01 13 00 00	Mechanical Technology--A program of instruction designed to develop knowledge and understanding concerning scientific principles, mathematical concepts, and communicative skills, combined with appropriate laboratory experiences which will prepare a pupil to become supportive to the mechanical engineer.
16.01 13 01 00	Energy Conversion--Specialized learning experiences designed to prepare personnel for duties in such fields as steam engineering, fuel and combustion analysis, steam and gas turbines, industrial power plant equipment, and internal combustion engines.
16.01 13 02 00	Machine and Tool Design--An organization of subject matter and experiences concerned with the preparation of drawings, specifications, calculations, and procedures emphasized in the design or redesign of parts, assemblies, tools, jigs, and fixtures, and the testing of the characteristics and performance of units and components.
16.01 13 03 00	Production--Specialized learning experiences designed to prepare personnel to perform duties in such areas of responsibility as process planning, machine selection, materials-handling, quality control, economics of production, inspection, and coordination between engineering design and production.

16. TECHNICAL EDUCATION (continued)

16.01 13 99 00	Other Mechanical Technology--Include here other organized subject matter and experiences emphasized in mechanical technology which are not listed above. (Specify.)
16.01 14 00 00	Metallurgical Technology--An organization of subject matter and laboratory experiences including specialty courses, physical sciences, mathematics, and general education concerned with the production, research, and/or quality control of metals. The instructional program is designed to prepare pupils for performing duties in such areas as: conducting tests on the properties of metals; pilot and production plant design and development; the development, operation, and alteration of test procedures and equipment; and the collection and analysis of data and preparation of comprehensive and detailed reports in support of professional personnel in the metallurgical field.
16.01 15 00 00	Nuclear Technology--A combination of subject matter and laboratory experiences designed for the study of scientific principles, mathematical concepts, and communicative and technical skills which, when combined with appropriate laboratory situations, prepare the pupil to be supportive to professionals engaged in developing, manufacturing, testing, research, maintaining, storing, and handling materials in the nuclear science and energy field. The subject matter emphasizes nuclear physics, radioisotopes, chemistry, electronics, nuclear instrumentation, and safety procedures. Graduates may enter and develop in this field as reactor technicians, radiation safety technicians, and radioactive-materials technicians.
16.01 16 00 00	Petroleum Technology--A planned program of classroom and laboratory experiences which include mathematics, chemistry, physics, petrology, sedimentation, and geophysics as applied to the recovery and use of oil and gas. Instruction leads to preparation for: oil field exploration; supervision of rig construction, drilling, oil field services, crude petroleum production, and petroleum refining; and work in direct support of the engineers and geologists in the oil industry.

16.01 17 00 00	Scientific Data Processing--A combination of subject matter and experiences, including scientific principles and mathematical concepts, combined with specialty courses and applied laboratory experiences necessary in preparing pupils to: convert scientific, engineering, and other technical problem formulations to processable forms by computer; resolve symbolic formulations; prepare logical flow charts and block diagrams; encode resolvent equations for processing by applying knowledge of advanced mathematics, such as differential equations and numerical analysis; and gain understanding of computer capabilities and limitations. The program is designed to provide in the pupil the capacity to perform such functions as: consulting with engineering and other technical personnel to resolve problems of intent, inaccuracy, or feasibility of computer processing; observing the computer during testing or processing runs to analyze and correct programming and coding errors; reviewing results of computer runs for determining necessary modifications and reruns; developing new subroutines or the extension of the application of available programs; and the development of scientific machine languages to simplify programming statements and coding of future problems.
16.01 99 00 00	Other Engineering-related Technology--Include here other organized subject matter and experiences emphasized in engineering-related technology which are not classifiable or listed above, e.g., ceramics-engineering technology, marine-engineering technology, and mining-engineering technology. (Specify.)
16.02 00 00 00	Agricultural-related Technology--That part of the agricultural field which requires the application of scientific knowledge and methods combined with technical skills in support of agricultural activities. Persons prepared in this technology are a part of the team which includes the skilled worker, the technician, and the scientist.
16.02 01 00 00	Animal Science--(For description see 01.01 01 00 00 Animal Science under AGRICULTURE.)

16. TECHNICAL EDUCATION (continued)

16.02 02 00 00	Dairy Technology--(For description see 01.01 01 00 00 Animal Science and 01.04 01 02 00 Dairy Products under AGRICULTURE.)
16.02 03 00 00	Food Processing Technology--(For description see 01.04 01 00 00 Food Products under AGRICULTURE.)
16.02 04 00 00	Plant Science--(For description see 01.01 02 00 00 Plant Science under AGRICULTURE.)
16.02 99 00 00	Other Agricultural-related Technology--Include here other organized subject matter and experiences emphasized in agricultural-related technology which are not classifiable in the engineering-related technology category or are not listed in the above category. (Specify.)
16.03 00 00 00	Health-related Technology--That part of the health occupations field which requires the application of scientific knowledge and methods combined with technical skills in support of the health occupations. Persons prepared in this technology are a part of the health team which includes the skilled worker, the technician, and the dentist, medical doctor, and other professionals.
16.03 01 00 00	Dental Hygienist, Associate Degree--(For description see 07.01 02 00 00 Dental Hygienist, Associate Degree under HEALTH OCCUPATIONS EDUCATION.)
16.03 02 00 00	Medical Laboratory Assistant--(For description see 07.02 03 00 00 Medical Laboratory Assistant under HEALTH OCCUPATIONS EDUCATION.)
16.03 03 00 00	Medical X-ray Technician (Radiologic Technician)--(For description see 07.02 11 00 00 Medical X-ray Technician (Radiologic Technologist) under HEALTH OCCUPATIONS EDUCATION.)
16.03 04 00 00	Nurse, Associate Degree--(For description see 07.02 04 00 00 Nurse, Associate Degree under HEALTH OCCUPATIONS EDUCATION.)

16. TECHNICAL EDUCATION (continued)

16.03 99 00 00	Other Health-related Technology--Include here other organized subject matter and experiences emphasized in health-related technology which are not listed above. (Specify.)
16.04 00 00 00	Office-related Technology--That part of the office occupations field which requires the application of scientific knowledge and methods combined with technical skills in support of office occupations. Persons prepared in this technology are a part of the office team which includes the skilled worker, the technician, and administrative management personnel.
16.04 01 00 00	Computer Programmer--(For description see 14.02 00 00 00 Business Data Processing Systems Occupations, 14.02 01 00 00 Computer and Console Operators, and 14.02 03 00 00 Programmers under OFFICE OCCUPATIONS.) (See also 03.17 04 00 00 Computer Programming under BUSINESS.)
16.04 02 00 00	Systems Analyst Technology--(For description see 14.02 00 00 00 Business Data Processing Systems Occupations and 14.02 04 00 00 Systems Analysts under OFFICE OCCUPATIONS.)
16.04 99 00 00	Other Office-related Technology--Include here other organized subject matter and experiences emphasized in office-related technology which are not classifiable in the engineering-related technology category or are not listed in the above category. (Specify.)
16.05 00 00 00	Other Technical Education--Examples of other aspects of technical education which may be classified in selected categories above, as appropriate, or here if not appropriate to one of the above categories, are: (Specify.)
16.05 01 00 00	Chemical Technology
16.05 02 00 00	Commercial Pilot Training
16.05 03 00 00	Fire and Safety Technology
16.05 04 00 00	Forestry Technology

16.05 05 00 00	Marine Technology
16.05 06 00 00	Police Science Technology
16.05 99 00 00	Other Aspects of Technical Education--Include here other aspects of technical education emphasized in instruction which are not listed in or appropriate to one of the above categories. (Specify.)
16.99 00 00 00	Other Technical Education (n.e.c.)--Include here other technical education not elsewhere classified. (Specify.)

TRADES AND INDUSTRIAL OCCUPATIONS

17.00 00 00 00

Trades and industrial occupations is the branch of vocational education which is concerned with preparing persons for initial employment, or for upgrading or retraining workers in a wide range of trades and industrial occupations. Such occupations are skilled or semiskilled and are concerned with layout designing, producing, processing, assembling, testing, maintaining, servicing, or repairing any product or commodity. Instruction is provided (1) in basic manipulative skills, safety judgment, and related occupational information in mathematics, drafting, and science required to perform successfully in the occupation, and (2) through a combination of shop or laboratory experiences simulating those found in industry and classroom learning. Included is instruction for apprentices in apprenticeable occupations or for journeymen already engaged in a trade or industrial occupation. Also included is training for service and certain semiprofessional occupations considered to be trade and industrial in nature.

17.01 00 00 00	Air Conditioning--Classroom and shop experiences which enable the student to become proficient in the installation, repair, and maintenance of commercial and domestic air conditioning systems. Included is instruction in the theory and application of basic principles involved in conditioning of air: cooling, heating, filtering, and controlling humidity; the operating characteristics of various units and parts; blueprint reading; the use of technical reference manuals; the diagnosis of malfunctions; the overhaul, repair, and adjustment of units and parts such as pumps, compressors, valves, springs, and connections; and the repair of electric and pneumatic control systems.
17.01 01 00 00	Cooling--Learning experiences specifically concerned with the installation, operation, testing, and troubleshooting of various types of air cooling equipment, including the controls needed for operation.

17. TRADES AND INDUSTRIAL OCCUPATIONS (continued)

17.01 02 00 00	Heating--Learning experiences specifically concerned with the installation, operation, testing, and troubleshooting of various types of heating equipment, including the controls needed for operation.
17.01 03 00 00	Ventilating (Filtering and Humidification)--Learning experiences specifically concerned with the installation, operation, testing and troubleshooting of various air quality control equipment such as humidifiers, filters, fans, and related equipment.
17.01 99 00 00	Other Air Conditioning--Include here other specialized subject matter and learning experiences emphasized in air conditioning, refrigeration, and heating which are not listed above. (Specify.)
17.02 00 00 00	Appliance Repair--Classroom and shop experiences concerned with the theory of electrical circuitry, simple gearing, linkages, and lubrication in the operation, maintenance, and repair of components including relays, time switches, pumps, and agitators used in appliances such as washers, dryers, vacuum cleaners, toasters, water heaters, and stoves. Related training is provided in the uses of familiar tools, test equipment, and service manuals, and in making cash estimates for repairs.
17.03 00 00 00	Automotive Industries--Classroom and shop experiences which include training in all phases of automotive maintenance repair work on all types of automotive vehicles. Included is training in the uses of technical manuals and a variety of hand and power tools. Instruction and practice is provided in the diagnosis of malfunctions, disassembly of units, parts inspection and repair or replacement of parts involving engine overhaul and repair, ignition systems, carburetion, brakes, transmissions, front end alignment, and the installation of a variety of accessories such as radios, heaters, mirrors, and windshield wipers.
17.03 01 00 00	Body and Fender--Specialized learning experiences concerned with all phases of repairing damaged bodies and fenders including metal straightening by hammering,

	smoothing areas by filing, grinding or sanding, concealment of imperfections, painting, and replacement of body components, including trim.
17.03 02 00 00	Mechanics--Learning experiences concerned with the components of the vehicle, including engine, power transmission, steering, brakes, and electrical systems. Included is training in the use of diagnostic and testing equipment and tools used in the repair process.
17.03 03 00 00	Specialization--Learning experiences which emphasize more detailed training in the adjustment and repair of the automobile, including the radiator, transmission, carburetor, brake system, and other units to achieve greater proficiency in the servicing of selected components.
17.03 99 00 00	Other Automotive Industries--Include here other organized subject matter and learning experiences emphasized in automotive industries which are not listed above. (Specify.)
17.04 00 00 00	Aviation Occupations--Classroom and practical experiences which include instruction relating to aircraft maintenance, aircraft operation, and ground support.
17.04 01 00 00	Aircraft Maintenance--Classroom and shop experiences concerned with the inspection, repair, servicing, and overhauling of all airplane parts, including engines, propellers, instruments, airframes, fuel and oil tanks, control cables, and hydraulic units. Learning the use of technical manuals and various kinds of testing equipment is also emphasized.
17.04 01 01 00	Air Frame--Specialized classroom and shop experiences concerned with the maintenance and repair of all airplane parts other than engines, propellers, and instruments. Training emphasizes the layout and fabrication of sheet metal and

	other materials into parts, fittings, and structural members; assembly and installation of structural members; equipment and mechanical parts; and the disassembly and replacement of damaged or worn parts. Training prepares the pupil for the Federal Aviation Agency examination for the air frame mechanic's license.
17.04 01 02 00	Power Plant--Specialized classroom and shop experiences concerned with the maintenance and repair of all types of power plants for aircraft. Course work includes engine inspection and maintenance; lubrication and cooling; electrical and ignition systems; carburetion, fuels, and fuel systems; and propellers. Training prepares the pupil for the Federal Aviation Agency examination for the power plant mechanic's license.
17.04 01 99 00	Other Aircraft Maintenance--Include here other organized subject matter and learning experiences emphasized in aircraft maintenance which are not listed above. (Specify.)
17.04 02 00 00	Aircraft Operations--Classroom and practical experiences concerned with the in-flight operation of commercial planes, including piloting, navigating, and passenger services, e.g., flight engineer, pilot, and stewardess training.
17.04 03 00 00	Ground Operations--Classroom and practical experiences concerned with the ground support of commercial planes, including passenger service, aircraft preflight service, and flight control, e.g., baggage handler, ticket agent, and traffic controller training.
17.05 00 00 00	Blueprint Reading--Classroom and practical experiences concerned with visualizing, preparing, developing, and interpreting blueprints. Included for study are the principles of sketching and drawing objects or structures; understanding and utilizing symbols, plans, sections, and details for communicating through blueprints; interpreting

blueprints and their related specifications; and translating them into actuality.

17.06 00 00 00 Business Machine Maintenance--Classroom and shop experiences concerned with maintaining and repairing a variety of office machines such as typewriters, dictation machines, and calculators; data processing equipment used for recording and processing data; and duplicating and mailing machines. Instruction includes diagnostic techniques; understanding of mechanical principles such as those involved in gears, cams, levers, and eccentrics; nomenclatures; uses and care of special hand and power tools; soldering; mechanical drawing; principles of electricity and electronics; uses of testing devices; and business procedures and customer relations.

17.07 00 00 00 Commercial Art Occupations--Organized specialized learning experiences which include theory, laboratory, and shopwork as they relate to the design and execution of layouts and making illustrations for advertising, display, and instructional manuals. Instruction includes advertising theory and preparation of copy, lettering, poster design, fashion illustration, silk screen, air brush and touchup, inks and color dynamics, package and product design, drawings for line and halftone reproduction, and other display devices and exhibits. Instruction leads to preparation for various types of employment such as fashion illustrator, technical illustrator, interior decorator, and advertising artist.

17.08 00 00 00 Commercial Fishery Occupations--Organized specialized learning experiences which include theory, laboratory, and shopwork as they relate to seamanship, navigation, and communications; utilization of rigging and other equipment; maintenance and repair of boats; techniques for finding fish; shipboard preservation and refrigeration; processing catches afloat and on shore; and operation and maintenance of all fishing gear and power plants. Instruction leads to preparation for various types of employment such as fisherman, processor, weigher, and equipment and special gear maintenance man.

17. TRADES AND INDUSTRIAL OCCUPATIONS (continued)

17.09 00 00 00 Commercial Photography Occupations--Organized specialized learning experiences which include theory, laboratory, and studio work as each relates to all phases of camera uses and photographic processing. Instruction includes composition and color dynamics, contact printing, and enlarging; developing film; air brush and retouching, coloring, and copying; utilization of cameras, meters, and other photographic equipment; portrait, commercial, and industrial photography; and processes such as microfilming and preparing copy for other printing and graphic arts processing.

Instruction also emphasizes the development of skills and knowledge essential for employment in planning, developing, and producing in such areas as audiovisual materials and telecasting, and for employment as a commercial photographer, airbrush man, cameraman (offset printing), audiovisual projectionist, and cameraman (broadcasting).

17.10 00 00 00 Construction and Maintenance Trades--Classroom and shop experiences concerned with the erection, installation, maintenance, or repair of buildings, highways, airports, missile sites, and earth and other structures using assorted materials such as metal, wood, stone, brick, glass, concrete, or composition substances. Instruction is provided in a variety of activities such as cost estimating; cutting, fitting, fastening, and finishing various materials; the uses of a variety of hand and power tools; and blueprint reading and following technical specifications. Knowledge concerning the physical properties of materials is also emphasized.

17.10 01 00 00 Carpentry--Classroom and shop experiences involving layout, fabrication, assembly, installation, and repair of structural units. Emphasized in instruction are the care and use of hand and power tools; equipment and materials; common systems of frame construction and the principles involved; and drafting, blueprint reading, applied mathematics, and materials estimating.

17.10 02 00 00 Electricity--Classroom and shop experiences concerned with the layout, assembly, installation, testing, and maintenance of electrical fixtures, apparatus, and wiring used in electrical systems. Instruction is

	provided in the reading, interpretation, and understanding of residential, commercial, and industrial wiring based on controlling electrical codes.
17.10 03 00 00	Heavy Equipment (Construction)--Classroom and practical work experiences concerned with the operation, maintenance, and repair of heavy-duty equipment such as bulldozers, cranes, graders, tractors, concrete mixers, crawler-mounted shovels, trailer-mounted compressors, and the gasoline or diesel engines powering the equipment.
17.10 03 01 00	Maintenance--Specialized classroom and practical work experiences concerned with (1) the field maintenance of earthmoving equipment, and (2) the general maintenance and overhaul of such equipment. Instruction covers inspection; maintenance and repair of tracks, wheels, and brakes; operating controls; electrical circuits and engines; and techniques in welding and brazing.
17.10 03 02 00	Operation--Specialized classroom and practical work experiences concerned with the uses, care, and operation of a variety of earthmoving equipment such as crawler tractors, motor graders, and motor scrapers; shovels, including dragline and hoe; and cranes. Instruction provides for experiences in digging, ditching, sloping, stripping, grading, back filling, clearing, and foundation excavating.
17.10 04 00 00	Masonry--Specialized classroom and shop experiences concerned with the cutting, chipping, and fixing in position of concrete blocks, brick, and glass blocks using bonding materials and hand tools. Included is training in reading architectural plans, planning, and estimating.
17.10 05 00 00	Painting and Decorating--Specialized classroom and shop experiences concerned with the preparation and finishing of exterior and interior surfaces by the application of protective or decorative coating

materials such as lacquer, paint, and wallpaper. Instruction includes experiences in scraping, burning, or sanding surfaces; making, mixing, and matching paints and colors; and applying coating with brush, roller, or spray gun, or by cutting, pasting, and hanging wallpaper.

17.10 06 00 00 Plastering--Specialized classroom and shop experiences concerned with the application of plaster, stucco, and similar materials to interior and exterior surfaces of structures. Instruction includes the preparation of surfaces and the smoothing and finishing of them.

17.10 07 00 00 Plumbing and Pipefitting--Specialized classroom and shop experiences concerned with layout assembly, installing, altering, and repairing piping systems, including related fixtures and fittings in structures, by the use of pipecutting, bending, and threading tools; welding, soldering, and brazing equipment; and other hand and power tools and equipment.

17.10 99 00 00 Other Construction and Maintenance Trades--Include here other subject matter and learning experiences emphasized in construction and maintenance trades which are not listed above. (Specify.)

17.11 00 00 00 Custodial Services--Classroom and shop experiences which are concerned with all phases of the care and cleaning of buildings, fixtures, and furnishings, including all types of building interiors such as linoleum, plastic, terrazzo, tile, and wood floors; rugs; and plastic, wood panel, paint, and synthetic wall coatings. Skills are taught in the use and care of hand and power tools for such operations as dusting, dust mopping, wet mopping, scrubbing, waxing, and refinishing, and the cleaning of toilet rooms, windows, and walls.

Additional emphasis is on (1) characteristics of various cleaning agents and protective coatings--including their reactions on surfaces--and procedures for applying them; (2) sanitation and disinfectants; (3) scheduling work, and (4) purchasing custodial supplies.

17. TRADES AND INDUSTRIAL OCCUPATIONS (continued)

17.12 00 00 00 Diesel Mechanic--Classroom and shop experiences which are concerned with all phases of repair work on diesel engines used to power buses, ships, trucks, railroad trains, electric generators, construction machinery, and similar equipment. Instruction and practice is provided in the diagnoses of malfunction; disassembly of engines and examination of parts; reconditioning and replacement of parts; repair and adjustment of fuel injection systems, oil and water pumps, generators, governors, auxiliary and accompanying power units, controls, and transmissions. The uses of technical manuals, a variety of hand and power tools, and testing and diagnostic equipment are also studied.

17.13 00 00 00 Drafting Occupations--Organized specialized learning experiences which emphasize theory, use of the drafting room, and laboratory and shopwork as each relates to gathering and translating data or specifications, including the aspects of planning, preparing, and interpreting mechanical, architectural, structural, pneumatic, marine, electrical/electronic, topographical, and other drawings and sketches. Instruction is designed to provide experiences in the use of drawing reproduction materials, equipment, and processes; the preparation of reports and data sheets for writing specifications; the development of plan and process charts and drawings; and the development of models.

Instruction emphasizes the development of skills and knowledge essential for employment in ancillary capacities such as tracers or reproduction equipment operators, and for occupations such as mechanical draftsman, structural draftsman, detailer, marine draftsman, tool designer, fixture designer, and punch and die designer.

17.14 00 00 00 Electrical Occupations--Organized subject matter and experiences which include theory, laboratory, and shopwork as each relates to planning functions, generating and transmitting electricity, installing and maintaining electrical and communications systems, and equipment and components. Instruction emphasizes practical applications of mathematics, the sciences, circuit diagrams and blueprint reading, sketching, and other subjects essential to preparation for employment in the electrical occupations.

17. TRADES AND INDUSTRIAL OCCUPATIONS (continued)

17.14 01 00 00	Industrial Electrician--Specialized classroom and practical instruction related to the maintenance and repair of a variety of industrial machinery driven by electric motors, or which are electrically controlled.
17.14 02 00 00	Lineman--Specialized classroom and practical experiences concerned with the installation and operation and maintenance of local, long-distance, and rural lines, including pole- and tower-line erection and construction.
17.14 03 00 00	Motor Repairman--Specialized classroom and practical experiences concerned with the assembly, installation, testing, maintenance, and repair of electric motors, generators, transformers, and related equipment.
17.14 99 00 00	Other Electrical Occupations--Include here other subject matter and learning experiences emphasized in electrical occupations which are not listed above. (Specify.)
17.15 00 00 00	Electronics Occupations--Organized specialized learning experiences which include theory, laboratory, and shopwork as each relates to planning, producing, testing, assembling, and installing and maintaining electronic communications equipment such as radio, radar, and television; industrial electronic equipment, including digital computers, new electronic systems, components, and equipment; and control devices. Emphasis is on solid-state devices and components, electron tube characteristics, low-frequency amplifiers, LC and RC Oscillators, transistors, and amplitude and frequency modulation. Instruction is designed to develop knowledge, understanding, and skills essential for employment in communications, industrial electronics, radio/television, and other electronics occupations.
17.15 01 00 00	Communications--Specialized classroom and practical experiences concerned with the assembly, installation, operation, maintenance, and repair of communications equipment and systems of all types, e.g., industrial and entertainment sound systems, data processing,

telephone dial systems, two-way radio, central circuits, hearing aids, and high-fidelity receiving sets.

17.15 02 00 00 Industrial Electronics--Specialized classroom, laboratory, and practical experiences which are concerned with the basic elements of vacuum tubes and circuitry; using and servicing testing equipment and troubleshooting circuits; the study of and experience in repairing photoelectric controls, timers, selector switches, counters, recorders, and transducers; and the study of the characteristics and intricacies of equipment and components used in industry and research centers.

More advanced instruction includes study, analysis, and repair of magnetic amplifiers, motors, motor controls, electronic heating, saturable reactors, servomechanisms, pulse circuits, computers, and test instruments--including basic principles and servicing procedures. Field trips are frequently emphasized.

17.15 03 00 00 Radio/Television--Specialized theory and practice which are concerned with the construction, maintenance, and repair of radios and television sets. Training also prepares pupils to diagnose troubles and make repairs on other electronic products such as high-fidelity sound equipment, phonographs, and tape recorders.

17.15 99 00 00 Other Electronics Occupations--Include here other subject matter and learning experiences emphasized in electronics occupations which are not listed above. (Specify.)

17.16 00 00 00 Fabric Maintenance Services--Classroom and laboratory experiences which are concerned with all phases of maintenance service on all types of fabrics. Instruction emphasizes identifying, marking and entering, sorting, assembling, wrapping, and bagging clothing and other fabrics; a wide range of information dealing with drycleaning and spotting agents, detergents, bleaches, and dyes; effects of heat on various fabrics; skills involved in the use of hand tools and power equipment such as power presses for flat work, roller presses, washers, extractors, and dryers; and alteration and repair of fabrics.

17.16 01 00 00 Drycleaning--Classroom and practical experiences concerned with theory and knowledge in drycleaning plant management and processes. Instruction includes receiving garments, inspecting, dry and wet cleaning, identifying spots and spotting, pressing, dyeing, and sorting and wrapping wearing apparel, household furnishings, and other articles of textile construction or leather. Also emphasized are experiences concerned with various cleaning agents, kinds of fabrics, alteration and repair of fabrics, and uses of hand and power tools and equipment.

17.16 02 00 00 Laundering--Classroom and practical experiences concerned with theory and knowledge in laundering-plant management and processes. Instruction includes receiving garments, inspecting, washing fabrics, spotting, ironing and pressing, dyeing, bleaching, sorting, and folding and wrapping wearing apparel and household and other articles of textile construction. Also emphasized are experiences concerned with various cleaning agents (including detergents), types of fabrics, and uses of hand and power tools and equipment.

17.16 99 00 00 Other Fabric-Maintenance Services--Include here other subject matter and experiences emphasized in fabric-maintenance services which are not listed above. (Specify.)

17.17 00 00 00 Foremanship, Supervision, and Management Development--Planned learning experiences designed to assist the supervisor in effectively utilizing the men, machines, and materials under his supervision by broadening his background knowledge and developing his leadership abilities. Included is the study of human behavior, organization and management, oral communication, labor laws, personnel procedures, job analysis, work simplification, employee utilization, and the development of writing techniques as applied to the preparation of letters, memos, and technical reports, speed reading, and safety and first-aid practices.

17.18 00 00 00 General Continuation--(For description see X 02 45.23 General Continuation Class, page .)

17.19 00 00 00 Graphic Arts Occupations--Organized specialized learning experiences which include theory, laboratory, and shopwork as they relate to all phases of hot and cold typesetting, layout, composition, presswork, and binding, including flexography, lithography, photoengraving, and other graphic arts related to the printing industry. Emphasis is on typographical layouts and design, hand and machine typesetting, camera and plate work, imposition, typecasting, offset and platen press makeup and operation, papercutting, ink and color preparation, binding, and production by silk screen process. Instruction leads to preparation for various types of employment such as typesetter, compositor, cameraman, platemaker, cost analyst, expediter, and production planner.

17.20 00 00 00 Industrial Atomic Energy Occupations--Organized specialized learning experiences which include theory, laboratory, and shopwork as they relate to (1) the construction, operation, and maintenance of reactor plants and industrial "x-ray" equipment, and (2) the industrial uses of radioisotopes for production and control operations. Almost every form of mechanical, electrical, electronic, and chemical skills and equipment generally used in industry may be involved.

17.20 01 00 00 Installation, Operation, and Maintenance of Reactors--Organized learning experiences which are concerned with atomic reactor plants and their use. Emphasized in addition to the knowledge and skills required in general construction of reactor plants are the related factors of reactor theory, operating characteristics and limitations, instrumentation, radiation hazards, maintenance, and emergency and safety procedures.

17.20 02 00 00 Radiography--Organized learning experiences which are concerned with the installation, safe operation, interpretation, and maintenance of industrial "x-ray"

17. TRADES AND INDUSTRIAL OCCUPATIONS (continued)

	equipment. Training also includes atomic theory, operating procedures, radiation protection standards and instruments, photographic film, and interpretation of film exposures.
17.20 03 00 00	Industrial Uses of Radioisotopes--Organized learning experiences which are concerned with the industrial use of radioisotopes in production and control operations. Training also includes atomic theory, electrical and electronic theory, operating procedures, specialized instrumentation, radiation protection, process and quality controls, interpretation, and record keeping.
17.20 99 00 00	Other Industrial Atomic Energy Occupations--Include here other subject matter and experiences emphasized in industrial atomic energy occupations which are not listed above. (Specify.)
17.21 00 00 00	Instruments Maintenance and Repair Occupations--Classroom, laboratory, and practical experiences concerned with maintaining and repairing meters, instruments, watches and clocks, and other physical measuring devices. Instruction includes experiences in diagnosing malfunctions, disassembling, repairing and/or replacing faulty parts, cleaning, assembling and adjusting, and using special bench and hand tools, meters, and standards.
17.21 01 00 00	Instruments (other than watches and clocks)--Classroom, laboratory, and practical experiences concerned with maintaining and repairing various types of meters and other types of measuring and control devices, e.g., heating and air-conditioning controls; dial pressure gauges; scales and balances; electrical controlling, measuring, and recording devices; optical instruments; and navigational and aeronautical instruments. Instruction includes experiences in diagnosing malfunctions, disassembling, repairing and/or replacing faulty parts, cleaning, assembling and adjusting, and using special bench and hand tools, meters, and standards.

17. TRADES AND INDUSTRIAL OCCUPATIONS (continued)

17.21 02 00 00 Watchmaking and Repair--Classroom, laboratory, and practical experiences concerned with making, maintaining, and repairing clocks, watches, chronometers, and similar types of time-measuring devices. Instruction includes training in diagnosing malfunctions; disassembling and repairing or replacing faulty parts; cleaning, assembling, and adjusting parts; estimating repair costs; and replacing straps and bands, crystals, crowns, and hands. The various kinds and uses of special watchmaker's bench and hand tools, e.g., lathe, staking tool, loupe, pliers, truing calipers, poising tool, timing machine, tweezers, soldering devices, pallet warmer for burnishing, and grinding, drilling, and polishing tools and devices are included in instruction. Cleaning and performing other operations are emphasized as well as the types and uses of various materials including metals, plastics, chemicals, oils, waxes, and abrasive powders.

17.22 00 00 00 Maritime Occupations--Classroom, laboratory, theory, and practical experiences concerned with preparation for the performance of tasks on fresh-water and seagoing ships, tugboats, barges, floating drydocks, and other marine craft and floating structures, as well as related harbor and dock machinery and equipment. Firefighting, lifeboat work, and swimming are taught to all pupils. Emphasis is on fiber and wire rope handling and splicing, chipping and painting the hull, cargo handling gear and ground tackle, and watchstanding and lookout in the deck department; maintenance, operation, repair, and servicing main engines and auxiliary steam, refrigeration, water, and electrical systems in the engine department; and storekeeping, food preparation and service, and cabin upkeep in the steward department.

Instruction leads to preparation for various types of employment, such as able-bodied seaman, ship's carpenter, deck maintenance man, quartermaster and boatswain, oiler, fireman-watertender, electrician, junior engineer, cook, chief steward, and wiper (engineroom), as well as employment ashore, e.g., stationary engineer, cargo handling or rigging operations.

17.23 00 00 00 Metalworking Occupations--Organized specialized learning experiences which include theory, laboratory, and shopwork as they relate to the planning, manufacturing, assembling, testing, and repairing of parts, mechanisms, machines, and structures in which materials are cast, formed, shaped, molded, heat treated, cut, twisted, bent, pressed, stamped, fused, marked, or worked upon.

Instruction emphasizes the acquisition of knowledge, skills, and understanding which lead to preparation for various types of skilled and semiskilled employment such as sheetmetal man, toolmaker, foundryman, welder, millwright, production machine-tool operator, production molder, metal-stamping operator, and metal patternmaker, as well as helper-type jobs such as materials handler, and machine cleanup man.

17.23 01 00 00 Foundry--Specialized classroom and shop experiences designed to provide knowledge of the theory and applications of foundry practice in ferrous and nonferrous foundries. Instruction emphasizes foundry equipment, various sands and refractories, sand and machine molding, foundry chemistry and metallurgy, coremaking, chipping, and grinding.

17.23 02 00 00 Machine Shop--Specialized classroom and shop experiences concerned with all aspects of shaping metal parts. Instruction involves making computations relating to work dimensions, tooling, feeds, and speeds of machining. Also emphasized are: work on the bench, and on lathes, shapers, milling machines, grinders and drills; the uses of precision measuring instruments such as layout tools, micrometers, and gages; methods of machining and heat treatment of various metals; blueprint reading; and the layout of machine parts. Instruction prepares the pupil to operate and repair all machines.

17.23 03 00 00 Machine Tool Operation--Specialized learning experiences designed to prepare a semiskilled worker to run only one machine, e.g., lathe, grinder, drill press, milling machine, or shaper.

17.23 04 00 00 Metal Trades (combined)--Specialized learning experiences designed to prepare an all-round metalworker capable of fabricating and assembling a variety of products in many industries. Instruction includes layout; sequence of operations; setting up and operating fabricating machines;

positioning, aligning, fitting, and welding parts together; and designing and constructing templates and fixtures.

17.23 05 00 00 Sheet Metal--Specialized classroom and shop experiences concerned with the layout, fabrication, erection or installation, and maintenance of items made of steel, copper, stainless steel, and aluminum such as ventilating, air conditioning, and heating ducts, kitchen equipment, signs, furniture, and skylights. Instruction emphasizes the use of hand tools and machines such as the cornice brake, forming rolls, and squaring shears; drafting; and blueprint reading.

17.23 06 00 00 Welding--Specialized classroom and shop experiences concerned with all types of metal welding, brazing, and flame cutting. Instruction emphasizes properties of metals, blueprint reading, electrical principles, welding symbols, and mechanical drawing.

17.23 99 00 00 Other Metalworking Occupations--Include here other organized subject matter and learning experiences emphasized in metalworking occupations which are not listed above. (Specify.)

17.24 00 00 00 Metallurgy Occupations--Classroom and laboratory experiences concerned with assisting in examining and testing metal samples under the direction of physical metallurgists for determining the physical properties of metals, e.g., crystalline structure, porosity, homogeneity, and other characteristics. Instruction includes examining metals with x-ray, gamma ray, and magnetic-flux equipment for detecting defects, and the use of pressure devices, hot-acid baths, and other apparatus to test hardness, toughness, and other properties of metals. (See also 16.01 14 00 00 Metallurgical Technology under TECHNICAL EDUCATION.)

17.25 00 00 00 Nucleonic Occupations--(For definition see 17.20 00 00 00 Industrial Atomic Energy Occupations.)

17.26 00 00 00 Personal Services--Planned learning experiences concerned with rendering a variety of personal services related to the physical appearance of individuals. These experiences include giving various kinds of beauty treatment, applying makeup to faces of studio and stage performers, attending clients taking baths, administering elementary massage, and fitting wigs.

17.26 01 00 00 Barbering--Classroom and practical experiences concerned with haircutting and styling, shaving, shampooing, and massaging. Emphasis is on hygiene, skin and scalp diseases, and sterilization of instruments and utensils. Instruction is designed to qualify pupils for licensing examinations.

17.26 02 00 00 Cosmetology--Classroom and practical experiences concerned with a variety of beauty treatments, including the care and beautification of the hair, complexion, and hands. Instruction includes training in giving shampoos, rinses, and scalp treatments; hair styling, setting, cutting, dyeing, tinting, and bleaching; permanent waving; facials; and manicuring and hand and arm massaging. Bacteriology, anatomy, hygiene, sanitation, salon management (including keeping records), and customer relations are also emphasized. Instruction is designed to qualify pupils for the licensing examination.

17.26 99 00 00 Other Personal Services--Include here other organized subject matter and learning experiences emphasized in personal services which are not listed above. (Specify.)

17.27 00 00 00 Plastics Occupations--Classroom and shop experiences dealing with plastics and their characteristics, and with bench molding, fitting, internal carving, and finishing plastic and fiberglass materials into products. Instruction includes using hand and power tools.

17.28 00 00 00 Public Service Occupations--Planned learning experiences concerned with training for the performance of occupations in local, State, and Federal government agencies. These occupations usually are concerned with specialized activities limited to local, county, State, and Federal governments, and do not occur elsewhere in the economy. Typical activities include police and fire protection, emergency and rescue squad work, safety, sanitation, transportation, and school bus driving.

17.28 01 00 00 Fireman Training--Specialized class and practical experiences concerned with the practices and techniques of firefighting. Instruction treats the organization of a community fire department; the chemistry of fire; the use of water and other materials in fighting fires; the various kinds of firefighting equipment and aids and their uses, such as extinguishers, pumps, hose, rope, ladders, gas masks, hydrants, and standpipe and sprinkler systems; methods of entry; rescue principles, practices, and equipment; salvage equipment and work; fire and arson investigation; inspection techniques; and radiation hazards.

17.28 02 00 00 Law Enforcement Training--Specialized class and practical experiences designed to supplement the training provided by officially designated law enforcement agencies. Instruction includes acquiring and maintaining the uniform; patrolling on foot or in an automobile during the day or at night; dealing with misdemeanors, felonies, traffic violations, and accidents; making arrests; and testifying in court.

17.28 99 00 00 Other Public Service Occupations--Include here other organized subject matter and learning experiences emphasized in public service occupations which are not listed above. (Specify.)

17.29 00 00 00 Quantity Food Occupations--Organized specialized learning experiences which include theory, laboratory, and shopwork as they relate to planning, selecting, purchasing, preserving, preparing, and serving food and food products. Included is the study of a variety of foods and their nutritional values, food processing, quantity cooking, storing equipment, and sanitation in food handling and management.

Instruction emphasizes quantity food service occupations in commercial food service establishments such as restaurants, cafeterias, drive-ins, tearooms, bakeries, and meat, fish, and poultry markets; in other retail food shops which are operated independently or are located in enterprises such as hotels, travel terminals, industrial plants, hospitals, or clubhouses; and in special food services such as those associated with airline catering or with takeout food establishments. Instruction is designed to prepare pupils for occupations such as baker, cook, chef, and meat cutter, or in planning, purchasing, preparing, storing, and preserving foods, or for services such as busboy, waiter, or waitress.

17.29 01 00 00 **Baker**--Specialized classroom and practical work experiences associated with the preparation of bread, crackers, cakes, pies, pastries, and other bakery products for retail distribution or for consumption in a commercial food service establishment. Instruction includes making, freezing, and handling of bake products; decorating; counter display; and packaging of merchandise. Training prepares the pupil as an all-round baker, although he may be employed in the production of any one type of goods such as pastries.

17.29 02 00 00 **Cook/Chef**--Specialized classroom and practical work experiences concerned with the preparation and cooking of a variety of foods. Included is study of the use and care of equipment; food standards such as the selection and preparation of food and the determination of size of servings; sanitation procedures, including food handling; cooking methods such as broiling and steaming; and preparation of special dishes such as soups, salads, garnishes, souffles, and meringues. Although the pupil qualifies as an all-round worker, he may, depending on the size of the establishment, specialize in the preparation of specific types of foods, e.g., meats, vegetables, or sauces.

17.29 03 00 00 **Meat Cutter**--Specialized classroom and practical work experiences concerned with the cutting, trimming, and preparation of carcasses and consumersize portions for sale by wholesale or retail establishments, or for cooking in a food service establishment. Instruction is provided in the use of certain meatcutting tools, identification of and techniques used in cutting different cuts of meats, dressing poultry, processing fish, counter display, and refrigeration of meats, poultry, and fish.

17.29 04 00 00	Waiter/Waitress--Specialized classroom and practical work experiences in table preparation, food handling, and serving. Instruction is provided in personal cleanliness and appearance, sanitary handling of food and equipment, setting a table, receiving and seating guests, taking orders and interpreting the menu, carrying the tray and dishes, placing orders in the kitchen, serving procedures, making out checks, accepting money and making change for checks, and proper relations with fellow employees and customers.
17.29 99 00 00	Other Quantity Food Occupations--Include here other organized subject matter and learning experiences emphasized in quantity food occupations which are not listed above. (Specify.)
17.30 00 00 00	Refrigeration--Classroom and shop experiences concerned with commercial chilling and freezing systems, including theory, application, and operation of compressors, expansion and float valves, thermostats, and pressure controls; diagnosing, overhauling, and testing methods and procedures; charging and discharging systems with refrigerants; and testing hermetic units, relays, and overload devices.
17.31 00 00 00	Small Engine Repair (Internal Combustion)--Classroom and shop experiences concerned with maintaining and repairing a variety of small engines used on portable power equipment, e.g., lawnmowers, outboard motorboats, chain saws, and rototillers. Instruction includes principles of internal combustion engine operation, reading technical manuals, and customer relations.
17.32 00 00 00	Stationary Energy Sources Occupations--Organized specialized learning experiences, including theory, laboratory, and shopwork as each relates to the installation, operation, and maintenance of large power sources for purposes such as generating electricity, pumping, and heating. Major equipment involved may be turbines (steam, gas, or hydro), engines (diesel or gas), atomic reactors, or furnaces.
17.32 01 00 00	Electric Power Generating Plants--Organized learning experiences concerned with the installation, operation,

and maintenance of electric power generating stations from which the electricity may be either for sale or industrial use. Instruction, in addition to that required in general construction, also includes theory, operation, and maintenance of gas, oil, or coal furnaces; atomic reactors; boilers; electrical generators; steam, gas, hydro turbines, and diesel engines; special instrumentation; control; and emergency and safety procedures. Occupational preparation may be designed to provide specialization for a specific type of electric power generating plant construction or operation, e.g., steam, hydro, atomic, diesel, or gas turbine.

17.32 02 00 00 Pumping Plants--Organized learning experiences concerned with the installation, operation, and maintenance of pumping installations handling liquids, gases, or solids for remote delivery through pipelines or for local use. Pumps are commonly driven by electric motors, diesel engines, or gas turbines. Instruction includes theory, operation, and maintenance of pumps, pipelines, motors, engines, and gas turbines as well as instrumentation and control.

17.32 99 00 00 Other Stationary Energy Sources Occupations--Include here other organized subject matter and learning experiences emphasized in stationary energy sources occupations which are not listed above. (Specify.)

17.33 00 00 00 Textile Production and Fabrication--Classroom and shop experiences concerned with all aspects of the fabrication of textiles and kindred materials. Instruction emphasizes the fabrication and repair of garments constructed of cotton, wool, synthetic fibers, or fur; apparel accessories, e.g., handbags, belts, shoes, and gloves; white goods such as sheets and pillow cases; and furnishings, such as slip covers, drapes, and curtains.

17.33 01 00 00 Dressmaking--Specialized classroom and laboratory experiences concerned with the construction, alteration, and fitting of women's apparel such as dresses, coats, and suits. Instruction includes sketching; style, line, and color in fashion design; patternmaking; cutting fabric to patterns; draping; machine and handstitching;

altering finished garments, including cleaning and pressing; classification, identification, and selection of fabrics.

17.33 02 00 00 Tailoring--Specialized learning experiences concerned with the fabrication and alteration, by hand and machine, of all types of men's, women's, and children's outer garments. Instruction includes taking measurements, preparing patterns, cutting, sewing, and fitting; hand and powered machine sewing; hand and machine pressing; and making repairs and alterations from start to finish, according to patterns and the designer's specifications.

17.33 99 00 00 Other Textile Production and Fabrication--Include here other organized subject matter and learning experiences emphasized in textile production and fabrication which are not listed above. (Specify.)

17.34 00 00 00 Shoe Manufacturing/Repair--Classroom and shop experiences concerned with the fabrication and repair of all types of footwear, e.g., shoes, boots, moccasins, sandals, and slippers. Instruction emphasizes types and care of shoes; kinds and uses of tools and machines; shoe construction; shoe repairing, including replacement of worn parts such as heels and soles, and sewing parts that need mending; orthopedic shoemaking and repair; leather refinishing and dyeing; salesmanship; and simple bookkeeping. Repairing of other leather articles such as handbags, luggage, and belts may be included in instruction.

17.35 00 00 00 Upholstering--Classroom and shop experiences concerned with all aspects of upholstering, including furniture, automobile seats, caskets, mattresses, and bedsprings. Instruction includes history and styles of furniture; installing, repairing, arranging, and securing springs, filler, padding, and covering material; patternmaking; cutting, sewing, and trimming outside coverings; cushion filling; styling and designing; tufting and buttoning; and wood refinishing.

17.36 00 00 00 Woodworking Occupations--Classroom and shop experiences concerned with woodworking occupations other than construction carpentry. Instruction emphasizes laying out and shaping stock; assembling complete wooden articles or subassemblies; marking, binding, sawing, carving, and sanding wood products; and repairing wooden articles. Also emphasized are various hand and power tools and their uses.

17.36 01 00 00 Millwork and Cabinet Making--Specialized class and practical work experiences concerned with mass production of products such as window frames, moldings, trim, and panels; and with making such products as furniture, store fixtures, kitchen cabinets, and office equipment. Instruction includes training in cutting, shaping, and assembling parts by means of hand tools and woodworking machines; refinishing furniture; installation of hardware, e.g., hinges, catches, and drawer pulls; planning layouts; blueprint reading; drafting; and various kinds of woods.

17.36 99 00 00 Other Millwork and Cabinet Making--Include here other organized subject matter and learning experiences emphasized in millwork and cabinet making which are not listed above. (Specify.)

17.99 00 00 00 Other Trades and Industrial Occupations--Include here other organized subject matter and learning experiences emphasized in trades and industrial occupations which are not listed or classifiable in one of the above major categories. (Specify.)

GENERAL ELEMENTARY EDUCATION AND GENERAL SECONDARY EDUCATION

18.00 00 00 00

General elementary education and general secondary education, as classified in chapter 4 and defined in chapter 5 of this handbook, refer to instruction which takes place primarily in a self-contained class. Learning experiences are concerned with the knowledges, skills, appreciations, attitudes, and behavioral characteristics considered to be needed by all pupils in terms of the broad educational outcomes which should be achieved by all pupils to the limits of their capacities during the elementary and secondary school years or grades. Included under this heading are items of information which identify selected types of instructional organizations for carrying on instruction.

18.01 00 00 00	General Elementary Years or Grades--Usually includes education in the nursery, kindergarten, and years or grades 1 through 6, 7, or 8. In practice, instruction frequently takes place in a self-contained class.
18.01 01 00 00	Early Elementary Years or Grades: Early Childhood Education--Includes instruction at the nursery-kindergarten and primary levels. In practice, instruction usually takes place in a self-contained class.
18.01 01 01 00	Nursery-Kindergarten Level--Includes education during the year or years preceding the first grade. A nursery-kindergarten class may be organized as a grade of an elementary school or as a part of a separate nursery or kindergarten school. In some school systems, such a group is called "preprimary" or "junior primary."
18.01 01 02 00	Primary Level (including grades 1, 2, and 3 or equivalent)--Includes education during the years or grades preceding the intermediate elementary grades, usually years or grades 1, 2, and 3, or the equivalent.

18. GENERAL ELEMENTARY EDUCATION AND GENERAL SECONDARY EDUCATION (continued)

18.01 01 99 00	Other Early Elementary Organization--Include here any arrangement of early elementary years or grades not classified above. (Specify.)
18.01 02 00 00	Intermediate Elementary Level (including years or grades 4, 5, and 6 or equivalent)--Usually includes education in the years or grades 4, 5, and 6 or the equivalent. In practice, instruction frequently takes place in a self-contained class.
18.01 03 00 00	Upper Elementary Level (including years or grades 7 and 8 or equivalent)--Usually includes education in the years or grades 7 and 8 or the equivalent.
18.01 99 00 00	Other Plan for General Elementary Years or Grades--Include here any arrangement of elementary grades or years not classified above. (Specify.)
18.02 00 00 00	Middle School Level--A separately organized and administered school usually beginning with grade 5 or 6 or its equivalent and including at least 3 grades or years. Most middle schools presume, in ultimate plan if not in present reality, a four-year high school for the grades or years which follow, as in a 4-4-4 plan or a 5-3-4 plan.
18.03 00 00 00	General Secondary Years or Grades--Any span of years or grades beginning with the next year or grade following the elementary school and usually ending with or below year or grade 12, including the junior high school and other types of high school.
18.03 01 00 00	Junior High School Level--A separately organized and administered secondary school intermediate between the elementary and senior high school, usually including years or grades 7, 8, and 9 (in a 6-3-3 plan) or years or grades 7 and 8 (in a 6-2-4 plan).
18.03 02 00 00	Senior High School Level--A secondary school offering the final years or grades of high school work necessary for graduation and invariably preceded by a junior high school.

18. GENERAL ELEMENTARY EDUCATION AND GENERAL SECONDARY EDUCATION (continued)

18.03 99 00 00 Other Secondary School Level--Include here any arrangement of secondary school years or grades not classified above. (Specify.)

TENTATIVE
Work Material

DIFFERENTIALIZED CURRICULUM FOR HANDICAPPED PUPILS

19.00 00 00 00

The differentialized curriculum for handicapped pupils reflects an increasing awareness today of the individual needs of children. It is an essential innovation, for children with various types of handicaps cannot benefit from basic subject matter without special training. Handicapped children present learning difficulties, sensory and motor impairments, which require careful study to adapt instruction to them successfully. Teachers of exceptional children are called upon to integrate professional information from psychology, education, and medicine into working hypotheses for instruction and therapeutic services. Consequently, special education as applied to each type of handicapped child has developed some distinctive techniques and materials which distinguish it from regular classroom instruction.

There is probably no disagreement on the fact that all handicapped children have the right to these special educational opportunities. Because the school is responsible for educating all children, it is unusually well suited both to discovering handicaps and providing the needed services for supporting the type of instruction which will enable the pupils to fulfill their potential through a satisfying career.

19.01 00 00 00 Communication Skills--Activities concerned with learning and using oral, written, and visual language for interrelating with others in the environment.

19.01 01 00 00 Language Stimulation--An organized activity designed for assisting children learning to respond to a wide range of stimuli through ordinary channels of communication. Provision is made for the child to learn language in a developmental way, depending upon the type of stimuli or conditioning he receives.

19.01 02 00 00 Language Development--Activities designed to provide for a continuous, sequential system of learning the spoken and written language for communicative purposes.

19.01 03 00 00 Language Correction--Learning activities designed to change faulty language patterns which have already been

	formed. This involves a need for change in the existing language behavior as opposed to language development.
19.01 04 00 00	Speech Stimulation--Learning activities which involve the conditioning of a child's speech and language learning by others in his environment. Maximum stimulation provides a direct aid to the speech development process.
19.01 05 00 00	Speech Development--The speech and language learning process which usually proceeds from unrelated sounds through several stages until the spoken words have a mutual meaning to the speaker and to the people in the learning environment. Some developmental teaching is done in this same manner.
19.01 06 00 00	Speech Correction--The remedial process of helping a person overcome his speech deviation. This involves a methodical process of teaching speech and integrating the changed speech pattern into the person's communicative skills.
19.01 07 00 00	Special Communication Methods--Special methods, other than speech and written language, used by handicapped persons for communicating with others in their environment. These methods are also used as tools in teaching language to the handicapped.
19.01 07 01 00	Braille Reading and Writing--A system designed to teach blind persons to read and write through the use of embossed characters formed by dots.
19.01 07 02 00	Object Magnification--A type of mechanical magnification designed to increase the size of the stimulus to make it possible for the visually or auditorily impaired individual to deal more specifically with the sounds and sights of his environment.
19.01 07 03 00	Finger Spelling--A visual means of communication used by persons having severely impaired hearing. It is also used by educators in many schools as a means of

instruction and in some schools as a visual aid in the teaching of language and speech. The system is orthographic in nature in that distinct hand positions are identified with the 26 letters of the English alphabet. This system as an aid to teaching is more widely accepted because it follows normal patterns of straight language.

19.01 07 04 00 Electronic Reproduction--The use of tape or disc recordings to provide the auditorily or visually impaired individual with material to increase his general vocabulary and to provide supplemental academic information.

19.01 07 05 00 Typing for Communication--A device designed for use in connection with teaching language to children who are blind, partially sighted, brain injured, or physically handicapped. With physically handicapped persons, legibility is often difficult to obtain and typing provides both clarity and speed.

19.01 07 06 00 Speech Reading--A skill taught to hard of hearing and deaf persons. It involves learning to understand the lip and facial movements of individuals who are speaking.

19.01 07 99 00 Other Special Communication Methods--Include here other organized subject matter and learning experiences emphasized in special communication methods which are not listed above in this subcategory. (Specify.)

19.01 99 00 00 Other Communication Skills--Include here other organized subject matter and learning experiences emphasized in communication skills which are not listed or classifiable above in this category. (Specify.)

19.02 00 00 00 Interpersonal and Behavioral Coping Skills--A teaching-learning process which is inextricably linked with other types of skills or the lack of skills. This process, to be effective for the child, is designed to articulate the repetoire of skills and their meanings which the child brings into the learning situation.

19.02 01 00 00 Self-concept Development--Learning situations designed to enhance the child's perception of himself and his environment. Required in these situations is a high degree of sensitivity to the interaction between the child's feelings of self and/or identity and his integration of these factors with the environment to which he is exposed. Adaptations of curriculum are oriented to assisting the child in realistically appraising his educational and behavioral status. A planned developmental program may be necessary to expose the child to learning experiences and tasks which afford him positive concepts of self.

19.02 02 00 00 Self-concept Re-education--Learning situations designed to assist handicapped pupils in developing and nurturing feelings of competency. In many situations this may be accomplished by way of the school tasks; in other situations, longer periods of orientation or reorientation to school situations may be necessary.

19.02 03 00 00 Social Stimulation--Planned learning activities organized to engage a child in environmental support and stimulation involving a complex and highly individualized need. Some children may need very dramatic forms of stimulation; for others, the proper amount of and exposure to environmental stimuli requires careful control and monitoring to meet the specific needs and uniqueness of the individual child.

19.02 04 00 00 Social Development--Organized subject matter and learning activities designed to assist the child in relating what he achieves academically to his personal needs and the demands and realities of the school environment. Planning for this kind of learning situation requires careful charting, directing, and redirecting the social behavior and development of the handicapped pupil.

19.02 05 00 00 Social Re-education--A combination of subject matter and learning activities drawn from the various aspects of interpersonal and behavioral coping skills described above.

19.02 99 00 00 Other Interpersonal and Behavioral Coping Skills--Include here other organized subject matter and learning experiences emphasized in interpersonal and behavioral skills not listed above in this category. (Specify.)

19.03 00 00 00 Motoric Skills--Instruction specifically designed to develop adequate motoric function which is impaired by restrictions in physical movement caused by crippling conditions, prolonged illness, visual defects, lack of auditory cues, serious cognitive defects, or behavioral disorders often resulting in limited sensory experience upon which school learning is based. Experiential instruction may be required to enable development of skills acquired by the nonhandicapped through usual childhood activities. Initial instruction may also be necessary to redirect personalized use of body movements such as twirling, rocking, eyepoking, shuffling or masturbation. Later, specific procedures may have to be devised for the achievement of posture control, appropriate physical reactions such as in games or dancing, or in substitute physical handling of absent senses. Regardless of school placement attention is directed toward promoting children's personal and self-directed action through stimulation, development and remediation of motoric skills in fostering dexterity, and physical management and mobility.

19.03 01 00 00 Dexterity Skills--Learning activities which involve practice, through use of selected materials, in reaching, lifting, holding, and moving objects on various developmental levels in a graded sequence of activities to develop muscle control and coordination.

19.03 01 01 00 Gross Motor Skills--Learning experiences designed to assist the child in working toward relatively independent physical movement, e.g., the use of wall rails for the crippled and guards on projections for the visually impaired, poorly balanced, or seizure prone; and practice in crawling, walking with support, and dancing (no matter how clumsy) for the severely motorically retarded. Included is instruction in game and sports rules for the hearing impaired, blind, crippled, and retarded, and correction of faulty gait patterns and elimination of unnecessary and interfering motions as well as structuring to promote rhythm and efficiency. Substitution for normal bodily characteristics that are absent due to a severe sensory loss (i.e., eye control for the blind, and quiet behavior for the deaf during auditory activities) are also emphasized.

19.03 01 02 00 Fine Motor Skills--Learning experiences designed to provide opportunity for pupils to use hands and fingers, or hooks (artificial hands), in a variety of motivating activities including instruction to increase effectiveness by developing recognition of the need for guided practice and acceptance of an extended stage of awkwardness and/or retarded social use of the hands at given chronological ages. Emphasis is on materials designed for manipulation by children without visual experiences; enabling fantasy play for sensorily impaired and experientially deprived children; and a variety of creative art experiences for deaf, crippled, and mentally retarded children.

19.03 02 00 00 Physical Management--Learning experiences and instruction designed to assist pupils in developing physical skills for personal care and social functioning, whether performed independently in a usual or modified situation or with the assistance of another person.

19.03 02 01 00 Self-help Skills--Experiences and instruction organized to promote dressing, feeding, grooming and toileting skills for children who have limited or poorly controlled physical movement, or who do not have the usual visual cues, self-discipline, or mental maturity. The development of a workable self-concept is emphasized.

19.03 02 02 00 Use of Devices and Equipment (ordinary and special)--Instruction and practice concerning movements such as opening doors; turning dials efficiently and at appropriate times; propelling a wheel chair, including transferring from wheel chair to standard chair or toilet seat; using crutches on various surfaces; locking and unlocking braces; mounting curbs and stairs; and riding a bicycle though blind. Also included are the care of hearing aids and the uses of prosthetic devices, talking books, braille writers, and optic aids. Emphasized with predetermined structure is learning which is appropriate, functional, and sensible in the use of toys and school materials as well as in participation in special art and music instruction. The selection of materials with built-in skills to be learned is an important consideration.

19.03 02 03 00 Personal Safety--Learning situations which are provided when either the external environment or activity is to be modified to circumvent hazards and assure safety for self and others. Also emphasized are (1) the development of awareness of cues from intact senses to avert danger of collision, fire, health hazards, and personal attacks; (2) learning activities which help the pupil to perceive the physical situation of an anticipated destination and determine a means of communication and mobility to prevent potential injury or loss; and (3) the recognition of symptoms of fatigue, seizures, infections, reaction to drugs, insulin reaction or diabetic coma, hemorrhages, excessive fear or excitability, and limits of functional hearing or vision.

19.03 03 00 00 Mobility Training--The process of teaching orientation in space, the uses of body parts in movement, and travel skills to children having problems such as visual impairment, crippling conditions, mental retardation, and emotional disturbances.

19.03 03 01 00 Orientation--Learning situations designed to teach a pupil to place his own body in relation to permanent and temporarily placed objects; judge distances and appreciate that the location of an object is independent of the path taken to reach it; distinguish between movement of self and of an external object; develop positional memory, and directional, temporal, and quantitative relationships; and unify information received from various senses. Emphasis is on activities which enhance compensation and use of minimal clues for those with sensory loss. Highly structured instruction and practice at an early developmental level is provided in situations where perceptions are distorted.

19.03 03 02 00 Travel--Planned opportunities for pupils to apply mobility skills in school and community with use of intact senses. Gradual use of public transportation is emphasized for practice in reaching predetermined destinations, mounting steps, spending money, transferring from one vehicle to another, and behavior in a vehicle--particularly for the visually impaired, mentally retarded, crippled, and emotionally disturbed. The application of directional and spatial signals, the importance of detailed preparation prior to traveling to new localities, and the skills or procedures to be utilized in emergencies--e.g., when the handicapped child finds his usual path or procedure is blocked or cancelled, when the child is lost, or when his money runs out--are important aspects of instruction.

19.03 99 00 00 Other Motoric Skills--Include here other organized subject matter and learning experiences emphasized in motoric skills not listed above in this category. (Specify.)

19.04 00 00 00 Perceptual Skills--Learning experiences designed to relieve or correct visual, auditory, or tactual and kinesthetic perceptual problems and enable handicapped children to integrate multiple-sensory impressions.

19.04 01 00 00 Auditory Training: Stimulation--Activities designed to motivate pupils to make maximum use of hearing for learning, esthetic enjoyment and interpersonal communication.

19.04 02 00 00 Auditory Training: Development--Intensive and sequential learning activities planned and organized to help pupils who have serious sensory deficits develop maximum skills in audition.

19.04 03 00 00	Auditory Training: Correction--Systematic intervention designed to help pupils alter auditory misperceptions and improve auditory discrimination and listening skill.
19.04 04 00 00	Tactile and Kinesthetic Stimulation--Planned activities which encourage pupils to make maximum use of tactile and kinesthetic experiences in general educational situations as well as in specific educational procedures such as reading braille.
19.04 05 00 00	Tactile and Kinesthetic Development--Intensive and sequential activities which help pupils who have serious neuromuscular impairments progress toward the use of tactile and kinesthetic sensations for learning, including the development of an understanding of these sensory experiences as well as ability to relate them to visual and auditory sensations.
19.04 06 00 00	Tactile and Kinesthetic Correction--Systematic reeducation which enables pupils to attach correct and meaningful significance to skin and muscle sensations.
19.04 07 00 00	Visual Stimulation--Activities which motivate pupils to make maximum use of vision for learning, esthetic enjoyment, and nonverbal communication.
19.04 08 00 00	Visual Development--Intensive and sequential learning activities designed to help pupils who have serious visual loss or perceptual disorders to maximize the use of their residual vision or develop appropriate responses to visual stimuli.
19.04 09 00 00	Visual Correction--Systematic intervention which provides reeducation for pupils who have formed inaccurate impressions as a result of visual limitations.
19.04 10 00 00	Personal Spatial Relationships--Intensive and sequential learning activities which are designed to enable handicapped pupils to observe and understand the boundaries

of their own bodies and to develop appropriate relationships to objects and persons in the environment.

19.04 99 00 00 Other Perceptual Skills--Include here other organized subject matter and learning experiences emphasized in perceptual skills not listed above in this category. (Specify.)

19.05 00 00 00 Vocational and Avocational Skills Development--Programs of instruction comprised of organized subject matter and related experiences designed to develop in the handicapped child the knowledges, skills, attitudes, and appreciations that relate to the world of work and the profitable use of leisure time.

19.05 01 00 00 Vocational Information--Planned classroom activities concerned with the place of work in our culture, the various resources for obtaining employment, the physical, social, and emotional skills required for retaining a job, overview of employment skill requisites, resources for improving one's work potential, and other pre-employment information. Also included are planned observations of the world of work outside the school setting.

19.05 02 00 00 Prevocational Work Experience--Planned exposure to work on a paid or nonpaid basis for handicapped youth under the supervision and control of school authorities. These experiences may be within the school environs, sheltered work settings, or in the competitive job market. School academic credit may or may not be given for these school-organized and supervised experiences.

19.05 03 00 00 Specialized Vocational Preparation--Experiences and subject matter organized to develop skills that will result directly in employment upon termination of the school enrollment. Examples of this are course work in small appliance repair, IBM keypunch operation, stenography, or offset printing skills. (Specify vocations.)

19. DIFFERENTIALIZED CURRICULUM FOR HANDICAPPED PUPILS (continued)

19.05 04 00 00 Avocational Information--The study of leisuretime possibilities and problems. Frequently emphasized is information relating to constructive use of nonwork time including the study of free recreational resources, charged recreations, values of outdoor living, table games, methods and procedures in home entertainment of guests, the place of church activities in family living, and the use of tour guides and other resource information relating to leisuretime utilization.

19.05 05 00 00 Avocational Experience--Experiences designed to convey specific recreational and leisuretime skills to the handicapped child or youth in an applied manner. Included are such activities as dancing instruction, musical skill acquisition, art lessons, dramatic instruction, and therapeutic recreation. These experiences, organized and supervised by the school, may or may not include school academic credit.

19.05 99 00 00 Other Vocational and Avocational Skills Development--Include here other organized experiences, activities, and subject matter emphasized to enrich the life of the handicapped child or youth that relate to present or future vocational and avocational compentence, appreciation, or attitude development, which are not listed above in this category. (Specify.)

19.99 00 00 00 Other Differentialized Curriculum for Handicapped Pupils--Include here other organized subject matter and learning experiences emphasized in curriculum exceptions for handicapped pupils which are not listed or classifiable in one of the above major categories. (Specify.)

COCURRICULAR ACTIVITIES

20.00 00 00 00

Cocurricular activities (experiences) are comprised of the group of school-sponsored and directed activities designed to provide opportunities for pupils to participate in such experiences on an individual basis, in small groups, or in large groups--at school events, public events, or a combination of these--for purposes of enjoyment and/or improvement of skills. In practice, participation usually is not required and credit usually is not given. When participation is required or credit is given the activity generally is considered to be a course.

Under this heading are the items of information which identify the various cocurricular activities. Each item of information is treated in one of the following ways: by cross-reference to the subject-matter area in which it has its origin; or, by description; or, by identification with an asterisk (*) referring to descriptive literature from the office of the organization sponsoring the activity. The classified items are only illustrative of the wide range of activities; and, the asterisk (*) is not necessarily identified with all of the listed activities to which it may appropriately apply. The cocurricular activities have been classified into five major categories: academic, athletic, music, school and/or public service, and social.

20.01 00 00 00	Academic Cocurricular Activities--A combination of subject matter and experiences, usually not provided in a regular class, designed for pupils who wish to pursue satisfying individual/group interests and study in specific aspects of the subject matter provided in the regular class. Frequently emphasized are opportunities for pupils to enhance their personal understanding, initiative, knowledge and skills important to the selected interest, techniques of systematic planning and thinking, desirable citizenship, and cooperativeness which will enrich their regular classwork and personal lives.
20.01 01 00 00	Art Club--(For a description of various aspects of art see 02.00 00 00 00 ART.)

20. COCURRICULAR ACTIVITIES (continued)

20.01 02 00 00	Biology Club--(For a description of various aspects of biology see 13.00 00 00 00 NATURAL SCIENCES, 13.02 00 00 00 Biological Sciences (including General Biology).)
20.01 03 00 00	*Boys Nation--(American Legion, Indianapolis, Indiana)
20.01 04 00 00	Debate Club--(For a description of subject matter see 05.00 00 00 00 ENGLISH (LANGUAGE ARTS), 05.05 01 02 00 Argumentation and Debate.)
20.01 05 00 00	*Distributive Education Clubs of America--(Distributive Education Clubs of America, Incorporated, Washington, D.C.)
20.01 06 00 00	Dramatics Club--(For a description of subject matter see 05.00 00 00 00 ENGLISH (LANGUAGE ARTS), 05.06 00 00 00 Dramatic Arts.)
20.01 07 00 00	Family Living Club--(For a description of subject matter see 08.00 00 00 00 HEALTH and SAFETY EDUCATION, DRIVER EDUCATION, PHYSICAL EDUCATION, and RECREATION, 08.01 05 00 00 Family Life Education; 09.00 00 00 00 HOME ECONOMICS, 09.01 06 00 00 Family Relations; and 15.00 00 00 00 SOCIAL SCIENCES/SOCIAL STUDIES, 15.12 04 02 00 Family.)
20.01 08 00 00	*4-H Club--(U.S. Department of Agriculture, Washington, D.C.)
20.01 09 00 00	Foreign Language Club--(May involve various languages--classical and/or modern.) (For a description of subject matter of various foreign languages see 06.00 00 00 00 FOREIGN LANGUAGES.)
20.01 10 00 00	*Future Business Leaders of America--(Future Business Leaders of America, Washington, D.C.)
20.01 11 00 00	*Future Farmers of America--(U.S. Office of Education, Washington, D.C.)

20. COCURRICULAR ACTIVITIES (continued)

20.01 12 00 00	*Future Homemakers of America--(U.S. Office of Education, Washington, D.C.)
20.01 13 00 00	*Future Teachers of America (NEA)--(National Education Association, Washington, D.C.)
20.01 14 00 00	*Girls Nation--(American Legion Auxiliary, Indianapolis, Indiana)
20.01 15 00 00	International Relations Club--(For a description of subject matter see 15.00 00 00 00 SOCIAL SCIENCES/SOCIAL STUDIES, 15.10 05 00 00 International Relations.)
20.01 16 00 00	Journalism Club (including school newspaper and annual)--(For a description of subject matter see 05.00 00 00 00 ENGLISH (LANGUAGE ARTS), 05.04 03 00 00 Journalism.)
20.01 17 00 00	*Junior Achievement, Incorporated--(Junior Achievement, Incorporated, New York, N.Y.)
20.01 18 00 00	Literary Club--(For a description of subject matter see 05.00 00 00 00 ENGLISH (LANGUAGE ARTS) 05.03 00 00 00 Literature.)
20.01 19 00 00	Mathematics Club--(may involve various aspects of mathematics) (For a description of selected aspects of mathematics see 11.00 00 00 00 MATHEMATICS.)
20.01 20 00 00	Music Club--(may involve various aspects of music) (For a description of subject matter see 12.00 00 00 00 MUSIC.)
20.01 21 00 00	*National Honor Society (NEA)--(National Education Association, Washington, D.C.)
20.01 22 00 00	*National Junior Honor Society (NEA)--(National Education Association, Washington, D.C.)

20.01 23 00 00	National Thespian Society--(National Thespian Society, College Hill Station, Cincinnati, Ohio)
20.01 24 00 00	Photography Club--(For a description of the subject matter see 02.00 00 00 00 ART, 02.02 07 00 00 Photography and Related Media; 10.00 00 00 00 INDUSTRIAL ARTS, 10.07 02 00 00 Photography; 13.00 00 00 00 NATURAL SCIENCES, 13.03 00 00 00 Physical Sciences (including General Physical Science); and 17.00 00 00 00 TRADES and INDUSTRIAL OCCUPATIONS, 17.09 00 00 00 Commerical Photography Occupations.)
20.01 25 00 00	*Quill and Scroll--(Quill and Scroll Society, University of Iowa, Iowa City, Iowa)
20.01 26 00 00	Science Club--(may involve various aspects of the natural sciences) (For a description of subject matter see 13.00 00 00 00 NATURAL SCIENCES.)
20.01 27 00 00	*Science Fair, International--(Science Service--Service Clubs of America, Washington, D.C.)
20.01 28 00 00	Social Studies Club--(may involve various aspects of social sciences/social studies) (For a description of subject matter see 15.00 00 00 00 SOCIAL SCIENCES/ SOCIAL STUDIES.)
20.01 29 00 00	Speech Club--(For a description of subject matter see 05.00 00 00 00 ENGLISH (LANGUAGE ARTS), 05.05 00 00 00 Speech.)
20.01 30 00 00	*Student Nurses Association--(National Student Nurses Association, New York, N.Y.).
20.01 31 00 00	*Trades and Industrial Education Club--(U.S. Office of Education, Washington, D.C.)
20.01 32 00 00	*Voice of Democracy--(Veterans of Foreign Wars, Kansas City, Missouri)

20. COCURRICULAR ACTIVITIES (continued)

20.01 33 00 00 Young Farmers Association--(Sponsored by various State departments of education)

20.01 99 00 00 Other Academic Cocurricular Activities--Include here other academic cocurricular activities which are emphasized and are not listed above. (Specify.)

20.02 00 00 00 Athletic and Sport Cocurricular Activities--Subject matter and/or activities, usually not provided in regular classes, designed for pupils who wish to pursue satisfying individual/group interests growing out of various aspects of physical education. Frequently emphasized are opportunities for pupils to develop muscles, motor skills, and physical and mental fitness in competitive situations; knowledge, attitudes, and judgment essential to individual and group health and safety; enjoyment; and desirable citizenship. In practice, these activities usually are planned for enriching the regular classes and the lives of the pupils.

The code number and title of the subject-matter area 08.00 00 00 00 HEALTH and SAFETY EDUCATION, DRIVER EDUCATION, PHYSICAL EDUCATION, and RECREATION are not used in the cross-references in the athletic and sport cocurricular activities. Cross-references to items in the above subject-matter area cite only the code number and title of the appropriate item or category in which the item is classified.

20.02 01 00 00 Aquatics--(See the category 08.04 02 00 00 Aquatics.)

20.02 02 00 00 Archery--(See the category 08.04 06 00 00 Individual and Dual Sports.)

20.02 03 00 00 Badminton--(See the category 08.04 06 00 00 Individual and Dual Sports.)

20.02 04 00 00 Baseball--(See the category 08.04 09 00 00 Team Sports.)

20.02 05 00 00 Basketball--(See the category 08.04 09 00 00 Team Sports.)

20. COCURRICULAR ACTIVITIES (continued)

20.02 06 00 00	Bowling--(See the category 08.04 06 00 00 Individual and Dual Sports.)
20.02 07 00 00	Cheerleading--This activity is not described here because of the common understanding associated with it.
20.02 08 00 00	Cross Country--(See the category 08.04 09 00 00 Team Sports.)
20.02 09 00 00	Field Hockey--(See the category 08.04 09 00 00 Team Sports.)
20.02 10 00 00	Football--(See the category 08.04 09 00 00 Team Sports.)
20.02 11 00 00	Girls' Athletic Association--A voluntary association for girls designed to provide opportunities for them to participate in a variety of physical activities such as sports.
20.02 12 00 00	Golf--(See the category 08.04 06 00 00 Individual and Dual Sports.)
20.02 13 00 00	Gymnastics--(See the category 08.04 08 00 00 Stunts, Tumbling, and Gymnastics.)
20.02 14 00 00	Riflery--Activity involving the use of selected firearms for shooting at specified targest from various positions, e.g., prone, sitting, kneeling, and standing. Riflery may be competitive or noncompetitive, and may be organized on an individual or team basis.
20.02 15 00 00	Snowskiing--(See the category 08.04 07 00 00 Outdoor Recreational Activities.)
20.02 16 00 00	Soccer--(See the category 08.04 09 00 00 Team Sports.)
20.02 17 00 00	Softball--(See the category 08.04 09 00 00 Team Sports.)

20.02 18 00 00	Tennis--(See the category 08.04 06 00 00 Individual and Dual Sports.)
20.02 19 00 00	Track and Field--(See the category 08.04 06 00 00 Individual and Dual Sports.)
20.02 20 00 00	Twirlers (Baton)--This activity is not described here because of the common understanding associated with it.
20.02 21 00 00	Volleyball--(See the category 08.04 09 00 00 Team Sports.)
20.02 22 00 00	Wrestling--(See the category 08.04 06 00 00 Individual and Dual Sports.)
20.02 99 00 00	Other Athletic and Sport Cocurricular Activities--Include here other athletic and sport cocurricular activities which are emphasized and are not listed above. (Specify.)
20.03 00 00 00	Music Cocurricular Activities--Subject matter and/or activities, usually not provided in regular classes, designed for pupils who wish to pursue satisfying individual/group interests growing out of various aspects of music. Most music cocurricular activities are planned to provide opportunities for pupils to develop appreciations, enjoyment, knowledge, and skills in selected areas of music--in group situations or individually. In practice, these activities usually are organized for enriching the regular classwork and the lives of the pupils.
20.03 01 00 00	Combo--An abbreviation of "combination" denoting, usually, an instrumental group of four to eight players. A combo may improvise on standard tunes, as in Dixieland style; play "head arrangements" (i.e., those worked out and memorized in advance); or play from written arrangements.
20.03 02 00 00	Concert Band--(See 12.00 00 00 00 MUSIC, 12.05 01 00 00 Band.)

20.03 03 00 00	Dance Band--An instrumental group, usually comprising nine to seventeen pieces, including reeds (saxaphones and clarinets), brass (trumpets and trombones), and percussion (e.g., drums, bongoes, piano, and vibraharp). Occasionally, other instruments such as flute or horn are added. The dance band plays not only for dances, but also for other entertainment activities.
20.03 04 00 00	Drum and Bugle Corps--A military-type unit comprised of side drums, bass drums, other percussion instruments such as cymbals, and a variety of keyed bugles. Usually, the drum and bugle corps performs on the march, but may play from a fixed position.
20.03 05 00 00	Marching Band--(See 12.00 00 00 00 MUSIC, 12.05 01 00 00 Band.)
20.03 06 00 00	Pep Band--A unit, smaller than the marching band, which performs at various athletic events. Usually, it features a variety of antics designed to keep the participants and spectators at the event in a high state of excitement.
20.03 07 00 00	Choir--(See 12.00 00 00 00 MUSIC, 12.04 01 00 00 Choir, Chorus,and/or Glee Club.)
20.03 08 00 00	Chorus--(See 12.00 00 00 00 MUSIC, 12.04 01 00 00 Choir, Chorus, and/or Glee Club.)
20.03 09 00 00	Instrumental Ensemble--(See 12.00 00 00 00 MUSIC, 12.05 03 00 00 Small Instrumental Ensembles.)
20.03 10 00 00	Vocal Ensemble--(See 12.00 00 00 00 MUSIC, 12.04 03 00 00 Small Vocal Ensembles.)
20.03 11 00 00	Glee Club--(See 12.00 00 00 00 MUSIC, 12.04 01 00 00 Choir, Chorus, and/or Glee Club.)

20. COCURRICULAR ACTIVITIES (continued)

20.03 12 00 00 Music Production--The creation of musical performances--instrumental, vocal, or a combination of instrumental and vocal--having esthetic qualities. Musical productions frequently include performances as operettas, music festivals, band concerts, symphony concerts, and vocal concerts. Music productions usually are designed to provide opportunities for pupils to participate voluntarily for personal enjoyment and/or improvement of vocal or instrumental skills.

20.03 13 00 00 Orchestra--(See 12.00 00 00 00 MUSIC, 12.05 02 00 00 Orchestra.)

20.03 99 00 00 Other Music Cocurricular Activities--Include here other *music cocurricular activities which are emphasized and* are not listed above. (Specify.)

20.04 00 00 00 School and/or Public Service Cocurricular Activities--Activities organized for pupils who wish to pursue satisfying individual/group interests concerned with providing various types of assistance (service) to teachers, pupils, and others, including the community--individually, in small groups, or in large groups. Usually, these activities are designed to provide opportunities for pupils to: develop understanding and acceptance of responsibilities involved in serving others; develop desirable habits in citizenship and cooperation; gain knowledge and skills in selected interests; and enrich personal lives through the constructive use of time.

20.04 01 00 00 Audiovisual Assistant--A service activity providing opportunities for pupils to develop and extend their interests, knowledge, and skills concerned with audiovisual materials and equipment. Audiovisual assistants aid teachers/pupils in or by: preparing various types of materials, e.g., splicing films, preparing transparencies, and making feltboard materials; procuring, setting up, operating, and returning and storing projection equipment; and cleaning and maintaining equipment and materials.

20.04 02 00 00 Class Officer--A service activity providing opportunities for groups of pupils, e.g., a class or a homeroom, to learn and practice the principles of democratic processes involved in interactions of individuals within a group, among groups within a school, and with the school staff.

Usually, class officers are elected by the group to: preside over group-interest discussions; represent the class in meetings and cooperation with other school groups and the school staff; and provide leadership compatible with school and school system policies. Emphasized are parliamentary procedures, the roles of the minority and majority, techniques of group decisionmaking, fair play, and other related factors.

20.04 03 00 00	Film Projectionist--A service activity providing opportunities for pupils to develop and extend their interests, knowledge, and skills concerned with audiovisual projection equipment. The film projectionist aids pupils/teachers by procuring, setting up, operating, and returning and storing various types of projectors.
20.04 04 00 00	Laboratory Assistant--Opportunities provided for pupils--knowledgeable in the course and related laboratory equipment, materials, and activities involved--to extend their interests, knowledge, and skills by assisting other pupils (under the supervision of the teacher) in procuring, setting up, and using laboratory materials and equipment involved in their study.
20.04 05 00 00	Library Assistant--A service activity providing opportunities for pupils to develop and extend their interests, knowledge, and skills (under supervision of the librarian) by performing many library tasks such as charging books to borrowers, slipping and shelving returned books, repairing books, and typing book cards, envelopes, and overdue notices.
20.04 06 00 00	*National Junior Red Cross--(American National Red Cross, The, Washington, D.C.)
20.04 07 00 00	*National Student Traffic Safety Program--(National Commission on Safety Education (NEA), Washington, D.C.)
20.04 08 00 00	Office Assistant--A service activity designed for pupils to gain experience and develop and extend their interests, knowledge, and skills in office activities. Opportunities are provided for interested pupils to serve the staff, other pupils, and the community by assisting with routine duties in the principal's and other offices.

20. COCURRICULAR ACTIVITIES (continued)

20.04 09 00 00 Poster and Display Club--(For a description of subject matter see 02.00 00 00 00 ART, the major category 02.02 00 00 00 Art Studio and 17.00 00 00 00 TRADES and INDUSTRIAL OCCUPATIONS, 17.07 00 00 00 Commercial Art Occupations.)

20.04 10 00 00 School Newspaper Photographer--(For a description of the subject matter see 02.00 00 00 00 ART, 02.02 07 00 00 Photography and Related Media; 10.00 00 00 00 INDUSTRIAL ARTS, 10.07 02 00 00 Photography; and 17.00 00 00 00 TRADES and INDUSTRIAL OCCUPATIONS, 17.09 00 00 00 Commercial Photography Occupations.)

20.04 11 00 00 *School Safety Patrol--(National Safety Council, Chicago, Illinois)

20.04 12 00 00 School Service Club--(includes guides for visitors, and ushers) A service activity designed to provide pupils an opportunity to develop citizenship responsibilities by serving their school--as guides to visitors, ushering at school events, orienting new pupils entering the school, maintaining bulletin boards, and related activities.

20.04 13 00 00 *Student Council, National Association of--(National Association of Student Councils (NEA), Washington, D.C.)

20.04 14 00 00 Student Union and/or Student Activity Center--Service activities designed to provide opportunities for pupils to develop knowledge and skills in serving other pupils who wish to use their nonclassroom time productively. Examples of these activities are the school newspaper, assisting in pupil-personnel functions, and community relations.

20.04 99 00 00 Other School and/or Public Service Cocurricular Activities--Include here other school and/or public service activities which are emphasized and are not listed above. (Specify.)

20.05 00 00 00 Social Cocurricular Activities--Activities organized for pupils who wish to pursue satisfying interests growing out of social experiences. These activities are planned to develop social knowledge, skills, understanding, citizenship, and acceptance and constructive use of responsibilities in group situations. In practice, these experiences are designed to provide enrichment in the constructive use of personal talent and time.

20.05 01 00 00	*Boy Scouts of America--(Boy Scouts of America, National Council, New Brunswick, N.J.)
20.05 02 00 00	*Camp Fire Girls--(Camp Fire Girls, Incorporated, New York, N.Y.)
20.05 03 00 00	Creative Dance--(For a description of subject matter see 08.00 00 00 00 HEALTH and SAFETY EDUCATION, DRIVER EDUCATION, PHYSICAL EDUCATION, and RECREATION, the category 08.04 04 00 00 Dance, Rythms, and Dramatic Activities.)
20.05 04 00 00	*Cub Scouts (Boy Scouts of America)--(Boy Scouts of America, National Council, New Brunswick, N.J.)
20.05 05 00 00	Folk Music Club--A club designed to provide opportunities for pupils to develop social skills and extend their interests and improve their understanding, knowledge, and skills in folk music. Frequently included are activities such as exploring various types of folk music; discussing and exchanging ideas about it; listening to recordings; individual and group vocal and/or instrumental performance; and studying various cultures.
20.05 06 00 00	Girls' Recreation Association--An association planned for girls to provide opportunities for them to develop social skills and to extend individual group interests and improve their understanding, knowledge, and skills through participation in various forms of recreation. Frequently included are activities such as outdoor recreation, arts and crafts, hobbies, and performing arts.
20.05 07 00 00	*Girl Scouts of the U.S.A.--(Girl Scouts of the U.S.A., New York, N.Y.)
20.05 08 00 00	*Hi-Y--(Young Men's Christian Associations of the U.S.A., National Council of, New York, N.Y.)

20. COCURRICULAR ACTIVITIES (continued)

20.05 09 00 00	Hobby Club--A club designed to provide opportunities for pupils to develop social skills and to extend their interests and improve their understanding, knowledge, and skills in various hobbies. Frequently included are activities such as exploring various hobbies; discussing and exchanging information and ideas; and developing and displaying various hobby items.
20.05 10 00 00	*Junior Hi-Y--(Young Men's Christian Associations of the U.S.A., National Council of, New York, N.Y.)
20.05 11 00 00	*Junior Tri-Hi-Y--(Young Men's Christian Associations of the U.S.A., National Council of, New York, N.Y.)
20.05 12 00 00	Stamp Club--A club designed to provide opportunities for pupils to develop social skills and to extend their interests and improve their understanding, knowledge, and skills in the collection of postage stamps (philately). Frequently included are such activities as studying the science of philately; discussing and exchanging information and ideas; and developing and displaying collections of postage stamps.
20.05 13 00 00	*Tri-Hi-Y--(Young Men's Christian Associations of the U.S.A., National Council of, New York, N.Y.)
20.05 14 00 00	*Y.M.C.A.--(Young Men's Christian Associations of the U.S.A., National Council of, New York, N.Y.)
20.05 15 00 00	*Y-Teens--(Young Women's Christian Associations of the U.S.A., National Board of, New York, N.Y.)
20.05 16 00 00	*Y.W.C.A.--(Young Women's Christian Associations of the U.S.A., National Board of, New York, N.Y.)
20.05 99 00 00	Other Social Cocurricular Activities--Include here other social cocurricular activities emphasized which are not listed above. (Specify.)

CHAPTER 6

INFORMATION ABOUT CURRICULUM AND INSTRUCTION

The instructional program is the heart of the educational process. It is for purposes of instruction that schools are built, staff members employed, and pupils brought into the classroom. All who guide aspects of the educational enterprise require information about curriculum and instruction for many purposes including evaluation and decision making.

The terms and definitions of this handbook have been selected primarily according to needs of local school personnel such as superintendents, directors of curriculum, principals, teachers, guidance counselors, and school board members (see criteria on page 1). Many such items collected for local purposes are forwarded to supply the information requirements of the State department of education and others. Ultimately, those requesting information from local school systems are likely to find handbook items to be more readily available for reporting in usable form than similar items not included in the handbook, and handbook items collected from various sources will be more comparable or combinable.

This chapter includes some guidelines and procedures for obtaining and using information about curriculum and instruction. In brief, the basic steps for strengthening a system of records and reports usually include

- identifying needs for information;
- establishing responsibility for planning and for obtaining information at the various administrative levels;
- selecting the required items of information, and classifying and describing them;
- planning for the collection and communication of information, including the development of any forms necessary for rapid recording, combining, communicating, interpreting, and utilizing of the data;
- planning for coordination among areas of educational information; and
- implementing the new information system.

I. The Need for Information About Curriculum and Instruction

The starting point for the development or improvement of an information system is the determination of need. Needs for information about curriculum and instruction should help identify the objectives of the information system; these objectives, in turn, should lead to identification of the items of information required and their priorities.

Among persons and organizations needing information about curriculum and instruction are those having responsibility for operating schools, those providing services for schools and educators, governmental agencies, and segments of the general public, as is illustrated in Example 1. They need information for purposes of evaluation, curriculum improvement, scheduling, assisting pupils, reporting, long-range planning, and other administrative functions, as is illustrated in Example 2 for local schools and in Example 3 for State education agencies.

The availability and use of appropriate and accurate information about curriculum and instruction can greatly enhance the effectiveness of educational decision making locally, regionally, Statewide, and nationally.

II. Responsibility for Information About Curriculum and Instruction

Information about curriculum and instruction is essential for planning and decision making at all levels of educational administration. The responsibility for obtaining, combining, and forwarding appropriate educational information is shared by individual schools, the local school system, and the State education agency.

This handbook primarily concerns information about curriculum and instruction. However, general principles stated here and elsewhere in this chapter may be applied broadly to an entire information system and to limited areas of information within the system as well.

Function and Responsibility of Individual School

Instruction generally takes place within a school. Therefore, most information about curriculum and instruction--for example, information about specific programs of studies, self-contained classes, and courses--originates within schools. This information must be collected accurately in the school, for no amount of manipulation at a later time will assure the accuracy of information not collected properly at its source. The school, therefore, is the critical point in the information system.

All school staff members involved in collecting, storing, processing, and transmitting information have a vital responsibility for the accuracy of information. The importance of their activity justifies instruction in techniques which help to ensure accuracy.

Example 1.--An illustrative sampling of users of information about curriculum and instruction

Levels of Educational Organization

- Local school and school system
  - Public
  - Nonpublic
- Intermediate administrative unit
- State education agency
- U.S. Office of Education

Governmental Agencies

- Local welfare agencies
- Local employment agency
- Local health department
- State department of welfare
- State employment service
- Department of Agriculture
- Department of Commerce (including Bureau of the Census)
- Department of Defense
- Department of Labor
- Department of State
- U.S. Civil Service Commission
- And other comparable governmental agencies at all levels

The Public

(including parents and voluntary lay citizens' organizations)

Legislative Bodies

- Local governmental units
- State legislature
- U.S. Congress

Business, Industry, and Labor

- Local businesses and industries
- Labor organizations
- Chambers of Commerce

Associations of Educators

- Local associations
- State associations
- National associations

Other Institutions and Associations

- Accreditation and/or Approval agencies
- Educational consultant services
- Colleges of education
- Other colleges and universities
- Foundations concerned with education

Example 2.--Illustrative functions, of local schools and school systems, requiring information about curriculum and instruction

Curriculum improvement:	Evaluating appropriateness of curriculum
	Evaluating effectiveness of instruction
	Curriculum research
	Short- and long-range planning and decision making
Scheduling:	Scheduling courses and sections for pupils
	Assigning teachers to sections
	Scheduling sections into rooms
Assisting pupils:	Developing pupil cumulative records
	Interpreting, preparing, and transmitting transcripts
	Providing guidance services
Reporting:	To parents
	To public, community groups, and news media
	To intermediate administrative unit (as applicable)
	To State education agency

Example 3.--Illustrative functions, of State education agencies, requiring information about curriculum and instruction

Approval:	Certification of teachers
	Approval of instructional programs (as applicable)
Assisting Schools (including allocating of resources):	Curriculum research and curriculum improvement
	Review of curricular offerings
	Review of enrollments and graduates
	Projections of enrollments and financial arrangements
	State financial assistance to local school systems
	Federal financial assistance to State and local school systems
Reporting:	Reports to legislature and/or governor
	Reports to U.S. Office of Education
	Reports to educational associations

Function and Responsibility of Local School System

Personnel at the school system level generally assume leadership roles in coordinating the efforts of the staffs of the central office and the individual schools in planning and implementing educational information systems. Such coordination facilitates obtaining information for which there is an administrative need or a responsibility.

To design and implement an effective and efficient information system, a school system will find it helpful to carry out the types of activities presented on pages 641 and 642. Additionally, many of the activities described below for State education agencies are carried on also within larger school systems. If the information system is to reach full effectiveness in performing such operations, the school system and the schools must have adequate staffing, facilities, and financial support.

Function and Responsibility of State Education Agency

The strategic position of State education agencies puts upon each agency the responsibility for coordinating State and local statistical programs and providing the leadership and technical assistance necessary for planning and implementing a statewide information system.

Planning requires a careful analysis of the existing information system. Current regulations, manuals, procedures, and forms may need to be revised and new materials prepared for local, regional, and statewide consideration. It may be appropriate to initiate the development of a State handbook for information about curriculum and instruction, based on the national handbook.

In their planning, many State agencies arrange to space requests for information from local school systems in order to avoid, so far as possible, excessive demands at any given time. When all the local school systems of a State can and do provide the State agency with comparable information about instructional programs, the State agency can provide the local systems with compiled and interpreted information about instructional programs throughout the State.

The State education agency may help guide and train local school system personnel by means of conferences, written materials, and direct assistance. Conferences may be used to familiarize local personnel with the need for, and details of, the national or State handbook of terminology, to discuss ways and means by which this handbook might most profitably be put into practice in each school system, and to consider revised or new materials based on the handbook. Articles by both local and State personnel dealing with various phases of implementation activities in local school systems may be circulated. Consultative services may be provided for those school systems needing help with specific problems. Pilot projects might be initiated in selected school systems prior to general implementation of the information system throughout the State.

Finally, the State education agency may find it beneficial to enlist the support and cooperation of various local, State, and national professional organizations and of other State governmental agencies that have jurisdiction over segments of the State educational program.

III. Principles and Procedures for Planning and Implementing a System of Information About Curriculum and Instruction

A fundamental step in the improvement of information about curriculum and instruction at both State and local levels is placing administrative responsibility in the hands of a single person--a person who understands educational as well as technical aspects of educational information systems and who understands the relationships between instructional program information and information in the areas of pupil accounting, staff accounting, property accounting, and financial accounting. His activity should be coordinated with work in other areas of the total system of educational information. His work will be greatly facilitated by the active support of top administrators for any required changes in the information system, and he will require enough competent staff members to plan, supervise, and operate the system. Under his direction, the staff should:

- Identify all needs of the educational system for information about curriculum and instruction, including the uses to which the information will be put.
- Determine the objectives of the information system in light of these informational needs.
- Plan carefully a step-by-step program for collecting, processing, interpreting, storing, and disseminating data, with consideration for requirements of all the various areas of educational information. The plan should be put into writing.
- Make certain that requests for data are necessary, reasonable, and timely and that the information collected can flow readily from local records to reports needed by the administrative officers at any level of organization.
- Select items that are needed to meet informational needs and that suppliers are capable of furnishing. Wherever possible these data items should be described in standard terms to ensure comparability of information among schools of a school system and school systems of a State, thus permitting ready communication and generation of meaningful statistical totals. Items selected should be codable for automatic or electronic data processing.

- Incorporate the data items into appropriate information collection forms. These forms should be easy to understand, easy to fill in, easy to process. The number of forms should be kept to a minimum by limiting the number of duplicating or overlapping requests and by designing forms so that they can be used for more than one purpose.

- Gain the cooperation of all concerned, and attempt to dispel any unwarranted fears or reservations.

- Provide whatever assistance is required by suppliers of data in carrying out their responsibilities.

- Ensure the accuracy of information at its source by helping staff members understand the purposes and importance of the information, impressing local employees with their responsibility for accurate information, and instructing them in the techniques of accurately collecting and processing information.

- Utilize modern methods for processing information, including appropriate devices and procedures; and protect records against inappropriate use and loss through destructive hazards.

- Make the transfer from the old to the new system in a deliberate and careful manner, utilizing, if appropriate, the old and new systems concurrently until the new system is effectively installed.

- After the new system has been installed, keep records up to date at all times.

- Strive for promptness in forwarding required information to other agencies, making possible early compilation of their reports and thus increasing the timeliness and usefulness of these reports.

- Encourage all who have a stake in the information system--suppliers, collectors, processors, and users of the information--to evaluate continuously its adequacy and effectiveness and to improve it from time to time.

IV. Development of Records and Reports About Curriculum and Instruction

Instruction is the principal activity of the schools. However, while administrators frequently have a quantity of good information available about the finances and pupils of their schools, they seldom have a comparable amount of useful information about their instructional programs.

This handbook provides a means for describing selected aspects of curriculum and instruction within each of the several levels of organization for instruction, including the school system, individual school, the program of studies, self-contained class, course, cocurricular activity, section, and service activity. For each of these levels there are items or categories of information which may be used, as appropriate, to describe aspects of organization, administration, instructional content, instructional resources, and instructional processes. Table 1 shows where this information may be located in the handbook.

To illustrate the use of Table 1, all handbook items about types of pupils served are defined in chapter 3 beginning on page 151 and have the identification number 09. Chapter 2, with an outline of items appropriate for each level of organization, contains items about pupils served by a school (number 20900) on page 43, by a program of studies (number 30900) on page 58, by a given course (number 40900) on page 69, and by a given section of a course (number 50900) on page 83.

Among handbook categories of information which can be used in describing curriculum and instruction at various levels of organization are the following (including their handbook identification numbers):

Illustrative Items Describing a School System

Identification of school system......	Item 1 02 00.
Type of school system...............	Item 1 02 41.
Control of school system.............	Item 1 02 50.
Span of compulsory attendance ages...	Item 1 03 14.
Span of grades in school system......	Item 1 03 21.
Approval status of school system.....	Item 1 05 10.
School system time schedule..........	Item 1 06 00.
Evaluation and curriculum improvement	Item 1 07 00.
School system services supporting instruction.......................	Item 1 32 00.
Summary information about aspects of curriculum and instruction in schools and their programs of studies............................	

Illustrative Items Describing an Individual School

Identification of school.............	Item 2 02 00.
Type of school.......................	Item 2 02 42.
Span of grades in school.............	Item 2 03 21.
Accreditation and/or approval status.	Item 2 05 00.
School time schedule.................	Item 2 06 00.
Evaluation and curriculum improvement	Item 2 07 00.

Table 1.--Broad categories of information by level of organization
(with page references to chapters 2 and 3)

Category of information	Defin. page number (Ch.3)	Level of organization (Chapter 2)				
		1XX00. School system	2XX00. School	3XX00. Program of studies	4XX00. S/c class Course C/c act'y	5XX00. Section Service
Organization/administration						
01- Specifications	86	--	--	--	65	81
02- Identification	87	13	28	55	65	82
03- Placement (Grades,yrs, ages)	100	14	29	--	66	82
04- Level of difficulty/ability	105	--	--	--	66	82
05- Approval/accreditation	106	15	30	56	67	--
06- Time schedule	109	16	30	57	67	82
07- Evaluation and curric impr.	123	18	35	57	68	--
08- Evaltg & rprtg pupil prgrss	144	--	39	58	69	83
09- Pupils served	151	--	43	58	69	83
11- Entrance	159	--	44	60	70	83
12- Progress and promotion	162	--	44	--	--	--
13- Completion practices	164	--	45	61	71	83
14- Instruction	170	23	--	--	--	83
Instructional content						
21- Subject matter	171	--	--	62	72	--
22- Treatment of content	176	--	--	--	72	--
23- Instructional outcomes	176	--	--	62	73	84
Instructional resources						
31- Staff members	180	--	--	--	74	84
32- Services supporting instr.	180	23	47	--	--	--
33- Community resources	199	26	53	--	--	--
34- Location of instruction	199	--	53	62	74	84
35- Facilities	200	--	53	--	74	84
36- Equipment and supplies	205	--	--	63	75	84
Instructional processes						
41- Structure	209	--	--	63	77	--
42- Medium of instruction	210	--	--	--	77	84
43- Methods of instruction	212	--	--	--	78	--
44- Other procedures for instr.	214	--	--	--	79	--
Summary information						
51- Schools	216	26	--	--	--	--
52- Facilities	217	26	--	--	--	--
53- Programs of studies	217	26	54	--	--	--
54- Services supporting instr.	218	27	--	63	--	--
55- Pupil membership	219	27	54	63	80	--
56- Staff members	219	27	54	63	80	--
57- Courses	221	--	54	63	--	--
58- Cocurricular activities	222	--	54	63	--	--
59- Sections	222	--	--	--	80	--
Other information (99)	222	27	54	64	80	84

NOTE: The two numbers preceding headings under "Category of information" provide the basis for locating items of information in chapter 3; inserting these two numbers in place of "XX" in the numbers under "Level of organization" generates new numbers which are the basis for locating items in chapter 2.

Evaluating and reporting pupil progress	Item 2 08 00.
Types of pupils served	Item 2 09 00.
Requirements for entrance into school	Item 2 11 10.
Requirements and recognition for graduation or completion	Item 2 13 00.
School services supporting instruction	Item 2 32 00.
Summary information about aspects of curriculum and instruction in programs of studies, courses, and cocurricular activities provided by the school	

Illustrative Items Describing a Program of Studies

Identification of program of studies.	Item 3 02 00.
Type of program of studies	Item 3 02 43.
Type of occupational program	Item 3 21 43.
Area(s) of major specialization	Item 3 21 41.
Area(s) of minor specialization	Item 3 21 42.
Accreditation and/or approval status.	Item 3 05 00.
Pupils served by program of studies.	Item 3 09 00.
Requirements for entrance into program of studies	Item 3 11 10.
Requirements and recognition for successful completion	Item 3 13 00.
Summary information about courses in program of studies, related cocurricular activities, related services, and staff members involved	

Illustrative Items Describing a Self-Contained Class or Course

Identification information	Item 4 02 00.
Grade or year placement	Item 4 03 00.
Position in sequence of classes or courses	Item 4 03 52.
Level of difficulty	Item 4 04 10.
Time of schedule	Item 4 06 00.
Credit or noncredit	Item 4 08 10.
Pupils served	Item 4 09 00.
Requirements for entrance	Item 4 11 10.
Required or elective	Item 4 11 20.
Requirements and recognition for successful completion	Item 4 13 00.
Subject matter	Item 4 21 00.

Planned instructional outcomes	Item 4 23 00.
Structure of course	Item 4 41 00.
Principal medium of instruction	Item 4 42 00.
Principal methods of instruction	Item 4 43 00.
Summary information about sections, pupils, and staff members	

A few detailed items of information have been selected to illustrate in Table 2 the manner in which specific self-contained classes and courses may b described for various levels of organization. A description of a different class or course is included in each vertical column. For example, the combination of items in the third column describes a general science course in the eighth grade of a junior high school. If desired, such a description may be extended considerably, using the items of this handbook. Descriptions of items in capital letters are included in chapters 4 and 5 while descriptions of the other items may be located in chapters 2 and 3; the identification numbers may be used to locate the terminology and definitions or descriptions in these chapters.

Illustrative Items Describing a Cocurricular Activity

Identification information	Item 4 02 00.
Grade or year placement	Item 4 03 00.
Level of ability required	Item 4 04 20.
Time schedule	Item 4 06 00.
Pupils served	Item 4 09 00.
Requirements for entrance	Item 4 11 10.
Requirements and recognition for successful completion	Item 4 13 00.
Content of cocurricular activity	Item 4 21 30.
Planned outcomes for pupils	Item 4 23 00.
Principal methods of instruction or direction	Item 4 43 00.
Summary information about pupils and staff members involved	

Illustrative Items Describing a Section

Specifications for section	Item 5 01 00.
Section identification information	Item 5 02 00.
Time schedule for section	Item 5 06 00.
Pupils scheduled into section	Item 5 09 00.
Teacher or other staff member assigned to section	Item 5 31 00.
Location of instruction	Item 5 34 00.
Instructional equipment and supplies	Item 5 36 00.

Table 2.--Illustrative descriptions of self-contained classes and courses utilizing items of information from instructional program handbook

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Type of sch orgnizatnl arrgmt	Elementry school 2 02 42.10	Elementry school 2 02 42.10	Junior high schl 2 02 42.31	Senior high sch 2 02 42.34	Senior high sch 2 02 42.34	Junior college 2 02 42.40	Adult education 2 02 42.50
Type of program of studies	Typical elemtary 3 02 43.11	Spec edn hndicpd 3 02 43.20	Typical junor hs 3 02 43.15	College preprtry 3 02 43.31	Occupational 3 02 43.43	Transfer 3 02 43.51	Free selection 3 02 43.61
Type of class organization	Self-cntnd class 4 02 45.10	Self-cntnd class 4 02 45.10	Course 4 02 45.20	Adv placmt corse 4 02 45.22	Vocational corse 4 02 45.21	Course 4 02 45.20	Course 4 02 45.20
SUBJECT-MATTER AREA	NATURAL SCIENCES	HANDICAPD PUPILS	NATURAL SCIENCES	NATURAL SCIENCES	TRADES & INDUSTR	NATURAL SCIENCES	BUSINESS
PRINCPL SEGMNT OF SUBJ MATTER	GENERAL SCIENCE 13.01 00 00 00	LANGUAGE DEVLPMT 19 01 02 00 00	GENERAL SCIENCE 13.01 00 00 00	CHEMISTRY 13.03 01 00 00	AUTOMOTIVE INDUS 13.03 00 00 00	ORGANIC CHEMSTRY 13.03 01 00 22	ACCNTG PRINCPLS 03.01 00 00 00
Principal planned outcome	Genrl devlopment 4 23 00.11	Language skills 4 23 00.28	Genrl devlopment 4 23 00.11	Knowlg & undrstg 4 23 00.13	Occuptnl comptnc 4 23 00.19	Knowlg & undrstg 4 23 00.13	Underst princpls 4 23 00.33
Grade or year placement	Grade 6 2 03 20.06	4th year 2 03 30.40	Grade 8 2 03 20.08	Grade 11 2 03 20.11	Grade 12 2 03 20.12	Grade 13 2 03 20.13	Ungraded 2 03 20.30
Level of difficulty	Average diffclty 4 04 10.10	For ment retarded 4 04 10.40	Average diffclty 4 04 10.10	Above av diffic 4 04 10.20	Average diffclty 4 04 10.10	Average diffclty 4 04 10.10	Average diffclty 4 04 10.10
Pupils served	Normal range 3 09 50.10	Educabl ment ret 3 09 50.41	Normal range 3 09 50.10	Giftd acadmc wrk 3 09 50.21	Normal range 3 09 50.10	Normal range 3 09 50.10	Adults 3 09 50.96
Required or elective	Required for all pupils 4 11 20.10	Reqrd for pupils in program 4 11 20.59	Required for all pupils 4 11 20.10	2 science units req-college prep 4 11 20.31	Reqrd in area of specialization 4 11 20.60	Required for pre-med program 4 11 20.59	Elective 4 11 20.70
Instruction: Principal medium	Dirct pupil tchr 4 42 11.10	Dirct pupil tchr 4 42 11.10	Dirct pupil tchr 4 42 11.10	Dirct pupil tchr 4 42 11.10	On-job suprvsn 4 42 12.10	Dirct pupil tchr 4 42 11.10	Dirct pupil tchr 4 42 11.10
Instruction: Princpal methods	Demonstration 4 43 00.02 Dirctd observatn 4 43 00.04 Discussion 4 43 00.05 Field trip 4 43 00.09 --	Discussion 4 43 00.05 Model & imitaton 4 43 00.15 Practice 4 43 00.16 -- --	Demonstration 4 43 00.02 Dirctd observatn 4 43 00.04 Discussion 4 43 00.05 Field trip 4 43 00.09 Practice 4 43 00.16	Demonstration 4 43 00.02 Discussion 4 43 00.05 Lab experience 4 43 00.12 -- --	Demonstration 4 43 00.02 Dirctd observatn 4 43 00.04 Shopwork 4 43 00.24 -- --	Demonstration 4 43 00.02 Discussion 4 43 00.05 Lab experience 4 43 00.12 Lecture 4 43 00.13 --	Demonstration 4 43 00.02 Discussion 4 43 00.05 Practice 4 43 00.16 -- --
Instructional space	Regulr classroom 4 35 20.11	Special space 4 35 20.26	Regulr classroom 4 35 20.11	Laboratory room 4 35 20.22	--	Laboratory room 4 35 20.22	Regulr classroom 4 35 20.11
Instr equipment and supplies	Motion pictures 4 36 40.20	Audio equipment 4 36 30.90	Overhead projctr 4 36 20.82	Lab equipment 4 36 60.10	--	Lab equipment 4 36 60.10	Business supplis 4 36 60.40
Positon of course in sequence	--	--	--	--	4th course 4 03 52.04	1st course 4 03 52.01	1st course 4 03 52.01
Number of courses in sequence	--	--	--	--	4 courses 4 03 51.04	2 courses 4 03 51.02	2 courses 4 03 51.02
Time: minutes per week	150 minutes/week 4 08 43.03	--	200 minutes/week 4 08 43.04	300 minutes/week 4 08 43.06	900 minutes/week 4 08 43.09	350 minutes/week 4 08 43.06	270 minutes/week 4 08 43.05
Time: number of weeks	36 weeks 4 06 88.06	36 weeks 4 06 88.06	36 weeks 4 06 88.06	36 weeks 4 06 88.06	18 weeks 4 06 88.04	17 weeks 4 06 88.04	18 weeks 4 06 88.04
Accreditation of school (by regional association)	--	School approved 2 05 10.10	--	Hs accredited 2 05 30.10	Hs accredited 2 05 30.10	College accrditd 2 05 30.10	--
Approval of course (by State education agency)	--	Approved 4 05 10.10	Approved 4 05 10.10	Approved 4 05 10.10	Approved 4 05 10.10	Approved 4 05 10.10	--

Illustrative Items Describing a Service Activity

Specifications for service...........	Item 5 01 00.
Service identification information....	Item 5 02 00.
Time schedule for service............	Item 5 06 00.
Persons receiving service............	Item 5 09 00.
Staff member assigned to service......	Item 5 31 00.
Location of service..................	Item 5 34 00.
Equipment and Supplies...............	Item 5 36 00.

Figure 3 provides an illustration of the close relationship that exists between "Items of Information About the Organization, Administration, Content, Resources, and Processes of Instruction" (classified in chapter 2 and defined or described in chapter 3), and "Items of Information About Subject Matter and Cocurricular Activities" (classified in chapter 4 and defined or described in chapter 5).

Contemporary World Affairs, classified (as item number 15.10 04 00 00) in chapter 4 and described in chapter 5 in the Political Science category of the Social Sciences/Social Studies subject-matter area, may serve as an example for relating items of information from chapters 2 and 3 to an item about subject matter. The narrative description of Contemporary World Affairs, the "Subject Matter" in Figure 3, may be enhanced by relating to it selected items from chapters 2 and 3, the peripheral items in Figure 3, such as:

Treatment of content: survey of area (item 42200.05)

Planned instructional outcome: appreciations and attitudes (item 42300.02)

Pupils served by course: normal range of pupils (item 30950.10)

Grade placement: grade 12 (item 20320.12)

Level of difficulty: average difficulty (item 40410.10)

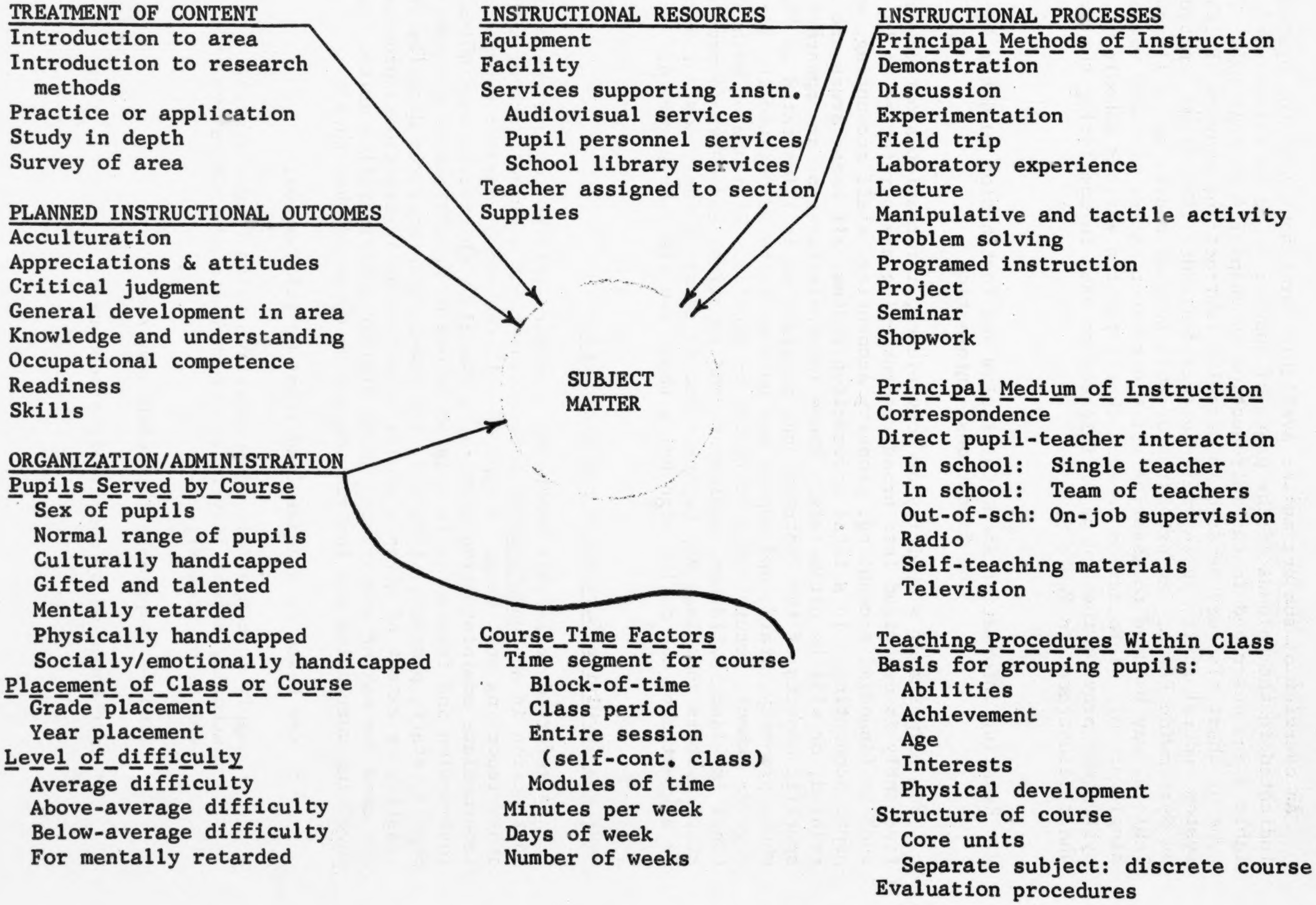
Time segment in daily session: class period (item 40686.13)

Principal methods of instruction: discussion, lecture, and seminar (items 44300.05, 44300.13, and 44300.23)

Principal medium of instruction: direct pupil-teacher interaction--single teacher (item 44211.10)

Teaching procedures within class: basis for grouping pupils--interests; arrangement of course content--separate subject (items 44420.30 and 44110.10)

Figure 3.--Illustrations of items of information related to Objectives, Resources, Processes, and Organization/Administration of curriculum and instruction classified in chapter 2 and described in chapter 3.



TREATMENT OF CONTENT
Introduction to area
Introduction to research
  methods
Practice or application
Study in depth
Survey of area

PLANNED INSTRUCTIONAL OUTCOMES
Acculturation
Appreciations & attitudes
Critical judgment
General development in area
Knowledge and understanding
Occupational competence
Readiness
Skills

ORGANIZATION/ADMINISTRATION
Pupils Served by Course
  Sex of pupils
  Normal range of pupils
  Culturally handicapped
  Gifted and talented
  Mentally retarded
  Physically handicapped
  Socially/emotionally handicapped
Placement of Class or Course
  Grade placement
  Year placement
Level of difficulty
  Average difficulty
  Above-average difficulty
  Below-average difficulty
  For mentally retarded

INSTRUCTIONAL RESOURCES
Equipment
Facility
Services supporting instn.
  Audiovisual services
  Pupil personnel services
  School library services
Teacher assigned to section
Supplies

SUBJECT
MATTER

Course Time Factors
  Time segment for course
    Block-of-time
    Class period
    Entire session
      (self-cont. class)
    Modules of time
  Minutes per week
  Days of week
  Number of weeks

INSTRUCTIONAL PROCESSES
Principal Methods of Instruction
Demonstration
Discussion
Experimentation
Field trip
Laboratory experience
Lecture
Manipulative and tactile activity
Problem solving
Programed instruction
Project
Seminar
Shopwork

Principal Medium of Instruction
Correspondence
Direct pupil-teacher interaction
  In school: Single teacher
  In school: Team of teachers
  Out-of-sch: On-job supervision
  Radio
  Self-teaching materials
  Television

Teaching Procedures Within Class
Basis for grouping pupils:
  Abilities
  Achievement
  Age
  Interests
  Physical development
Structure of course
  Core units
  Separate subject: discrete course
Evaluation procedures

An overview of subject matter available throughout a school system may be indicated in the columns of the pages of chapter 4, as is illustrated in Table 3 and described in the introduction to chapter 4 on page 224. This type of chart also may be used to describe instruction, provided by the school system central staff, which would be included under item 11400, Instruction on Systemwide Basis. An extension of this type of chart, as is illustrated in Table 4, may be used to describe all the subject matter provided within a single school. Information on such charts for the various schools of a school system may provide the source of information used in completing the systemwide chart illustrated in Table 3.

V. Relating Information About Curriculum and Instruction to Other Areas of Educational Information

For purposes of simplicity or convenience, information about education frequently is organized into broad recordkeeping areas referred to by terms such as financial accounting, property accounting, staff accounting, and pupil accounting. In a total information system, all these areas are interrelated, or will be ultimately. These interrelationships are apparent in specific aspects of the instructional program, as is illustrated in Figure 4 where property, staff, and pupils may be seen to be associated in, for example, a given school, cocurricular activity, or section. Elements of both property, (that is--land, buildings, equipment, and supplies) and services provided by staff members sometimes may be described in terms of their cost or value, as is suggested by the dollar sign below these two areas in Figure 4.

Measures Involving Curriculum and Instruction

As referred to in this handbook, a measure related to curriculum and instruction is any quantitative information about a school, school system, or other reporting unit (e.g., a type of self-contained class or course, an intermediate administrative unit, or a State) which concern curriculum and instruction and frequently is related to one or more items of information about pupils, staff, property, finances, and time. Such measures describe the quantity or extent of given elements affecting an instructional program and are used for making comparisons among similar administrative units. Measures involving curriculum and instruction may be compared when they

- are based on standardized items of information,
- apply to comparable administrative units (e.g., similar schools, school districts, intermediate administrative units, or States),
- involve comparable time elements, and
- are computed by comparable processes.

Table 3.--Illustrative portion of check list indicating subject matter provided within a school system (Illustration for a school system having elementary and secondary schools only)

Social sciences/Social studies	Type of instructional program[1]			
	Elem.	Sec.	C	A
History	x	x		
American History (including Canada, Latin America, and United States)	x	x		
Local History	x	x		
Modern History		x		
Nonwestern History		x		
State History	x	x		
United States History	x	x		
Western Civilization		x		
World Civilization		x		
World History		x		
Other History (Specify.)				
Philosophy		x		
Ethics				
History of Philosophy				
Introduction to Philosophy		x		
Logic				
Metaphysics				
Philosophy of Religion				
Other Philosophy (Specify.)				
Political Science	x	x		
American Government		x		
Comparative Systems		x		
Constitution, The	x	x		
Contemporary World Affairs		x		
International Relations		x		
Political Parties and Public Opinion				
Political Theory				
Public Administration				
Other Political Science (Specify.)				
Psychology				
Developmental Psychology				
Educational Psychology				
Etc				

For KEY, see p.

[1] The insertion of an "x" following a subject-matter heading indicates that this aspect of subject matter is provided within the school system in the type of instructional program indicated.

Table 4.--Illustrative portion of checklist indicating subject matter provided within a school
(Illustration for an elementary school, grades K-8)

Social sciences/Social studies	Check "x" If Provided	Or, Indicate Grade Level
Anthropology	x	8
Archeology	x	8
Cultural Anthropology	x	8
Ethnology	--	--
Physical Anthropology	--	--
Other Anthropology	--	--
Area Studies	x	K-5,7
Areas Beyond the United States	x	7
Canada	--	--
Europe	x	7
Latin America	x	5
Middle East	x	7
Other Areas Beyond the United States (Specify.)	x	7(Russia)
Regions of the United States	x	4
Midwest	x	4
North Central	x	4
Northeast	x	4
Northwest	x	4
Southeast	x	4
Southwest	x	4
Other Regions of the United States (Specify.)	--	--
Small Areas	x	K-3
Home State	x	3,4
Local Community	x	1,2
Neighborhood	x	K,1
Other Small Area (Specify.)	--	--
Other Area Studies (Specify.)	--	--
Citizenship Education	x	K-8
Conservation (Resource-Use Education)	x	4,7
Consumer Education	x	6,8
Economics	x	4,7,8
Business and Industry Economics	--	--
Etc.		

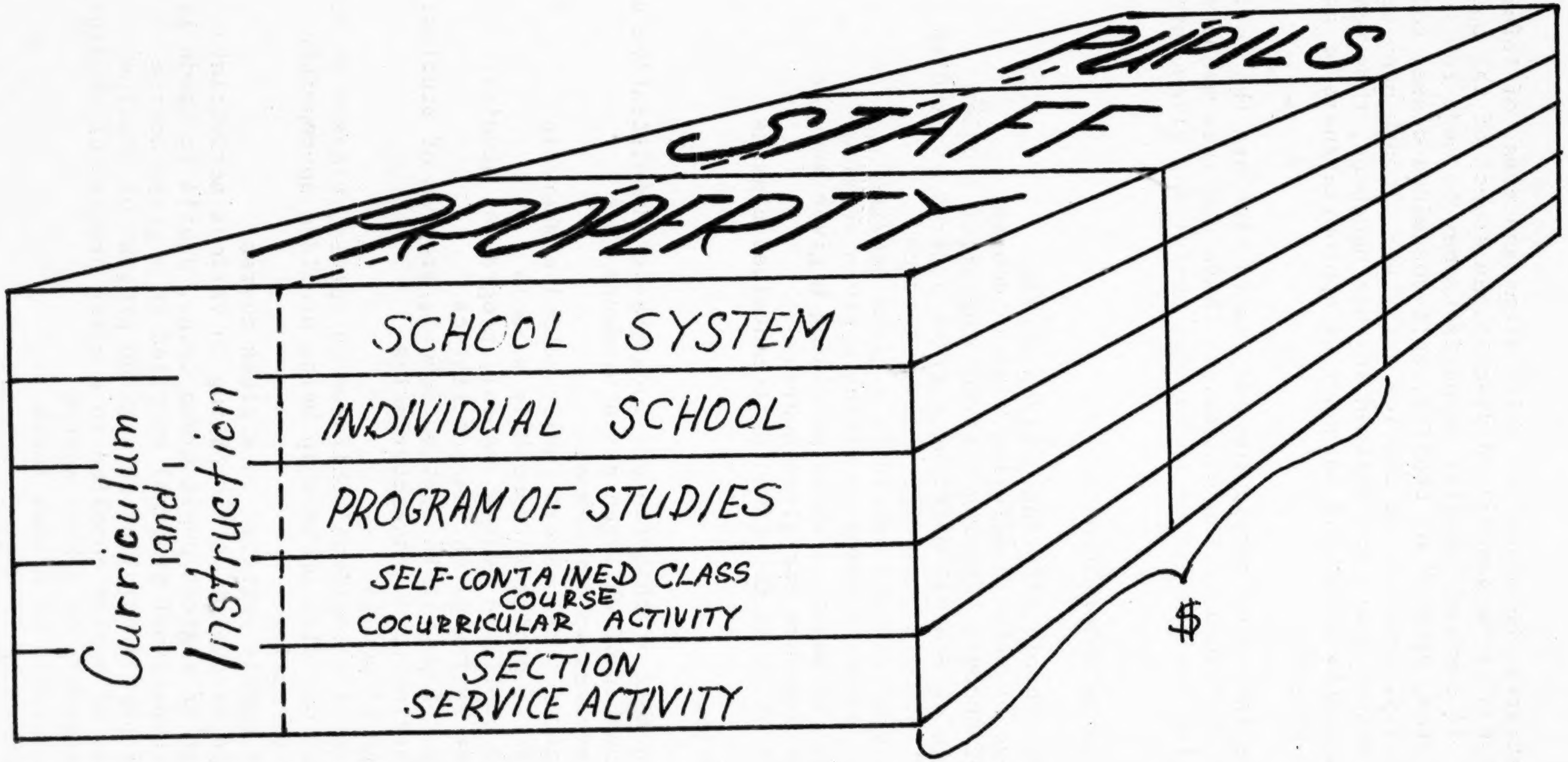

PUPILS
STAFF
PROPERTY
Curriculum
and
Instruction
SCHOOL SYSTEM
INDIVIDUAL SCHOOL
PROGRAM OF STUDIES
SELF-CONTAINED CLASS
COURSE
COCURRICULAR ACTIVITY
SECTION
SERVICE ACTIVITY
$

Figure 4.--Some interrelationships among areas of information about education

Table 5 illustrates the manner in which items and areas of information might be interrelated as "measures" to describe an aspect of the operation of a single school. If desired, similar comparisons may be made for information about a school system, program of studies, self-contained class, course, cocurricular activity, section, or service activity. Though many of the items included in such measures are not defined in this handbook, they sometimes are used in making judgments about the adequacy or appropriateness of aspects of the instructional program.

Among measures involving curriculum and instruction are the following, many of which are described in the glossary. These numerous measures may be scanned in selecting those believed to be most useful for given purposes in given situations.

General Curriculum Information

Number of schools offering a given course
Percentage of schools offering a given course
Number of schools offering a given program of studies
Percentage of schools offering a given program of studies
Number of schools providing a given service
Percentage of schools providing a given service
Number of school systems providing a given service
Percentage of school systems providing a given service
Number of sections for given courses
Number of sections for given self-contained classes

Pupil Information

Average number of children per local basic administrative unit
Average number of children per attendance unit
Average membership per school
Percentage of total excess public school membership
Percentage of pupils in nonpublic schools
Number of pupils in system, school, program of studies, or course having given characteristics
Percentage of pupils in system, school, program of studies, or course having given characteristics
Median age of pupils
Percentage of exceptional children in special classes or schools
Percentage of total membership being provided appropriate special education
Number of pupils enrolled in a given course
Percentage of pupils participating in various activities
Percentage of a given pupil group (e.g., pupils in grade 11, or in an occupational program) enrolled in a given course
Number of pupils enrolled in a given program of studies
Percentage of pupils enrolled in a given program of studies
Pupil membership in school system
Pupil membership by school level
Pupil membership in a given school
Pupil membership by grade

Category of Information		Property				Staff
Quantity and Unit		A Facility Category e.g., 1 elementary school	An Equipment Category e.g., 10 slide projectors	Total Supplies	A Supply Category e.g., 2500 textbooks	An Assignment Category e.g., 15 classroom teachers1/
Expenditure	Total.........	$750,000	$800	$10,000	$9,000	$125,000
	Per Unit......	750,000	80	--	4	8,333
	Per Pupil.....	--	2	25	23	313
	Per Classroom Teacher1/....	50,000	53	667	60	8,333
Units per Pupil....		--	--	--	6.3	--
OR Pupils per Unit....		400	40	--	--	26.7
Units per Classroom Teacher1/.		--	--	--	167	--
OR Classroom Teachers1/ per Unit.		15	1.5	--	--	--

1/ Full-time equivalency of assignments

Table 5--Some interrelationships among selected illustrative items of information pertaining to a 400-pupil elementary school

- Percentage of attendance
- Number of pupils completing a grade
- Number of pupils completing high school
- Number of pupils graduating from high school, by type of program of studies
- Number of junior college graduates, by type of program of studies and by area of specialization
- Percentage of graduates in a given program of studies
- Percentage of graduates who had a given course
- Percentage of high school graduates who completed courses in given subject areas
- Percentage of pupils currently enrolled in courses in various subject areas
- Average class size, by grade of self-contained class
- Average class size, by subject matter
- Number of pupils completing a grade
- Percentage of pupils making normal progress
- Percentage of pupils promoted
- Number of pupils advanced at an accelerated rate
- Number of pupils not promoted (or retained)
- Percentage of pupils not promoted (or retained)

Pupil-Staff Information

- Pupil-teacher ratio
- Pupil-classroom teacher ratio
- Classroom teachers per 1,000 pupils in average daily membership
- Pupil-teacher ratio, by subject matter of course
- Teachers per 1,000 pupils in average daily membership
- Teachers other than classroom teachers per 1,000 pupils in average daily membership
- Pupil-counselor ratio
- Pupil-school librarian ratio
- Pupil-principal ratio
- Pupil-professional educational staff ratio
- Professional educational staff per 1,000 pupils in average daily membership
- Pupil-total staff ratio

Staff Information

- Percentage of self-contained class sections taught by certified staff members
- Percentage of course sections taught by certified staff members (by subject matter)
- Teacher-instructional supervisor ratio
- Percentage of schools having a certified librarian (by school level)
- Percentage of classroom teachers having given characteristics

Pupil-Property Information

Pupils per acre
Pupil capacity of a school plant
Excess membership in public schools
Percentage of total excess public school membership

Property Information

Percentage of secondary schools having a language laboratory
Percentage of course sections in foreign languages utilizing a language laboratory
Percentage of physics (or chemistry) course sections utilizing a physics (or chemistry) laboratory
Average number of self-contained classes per record player
Percentage of schools having a library (by school level)
Number of schools having facilities for a given aspect of the instructional program
Percentage of schools having facilities for a given aspect of the instructional program
Number and percentage of schools having facilities which are inadequate for a given aspect of the instructional program

Financial Information

Current Expenditures Per Pupil
Annual current expenditures per pupil in ADA, by school level
Annual current expenditures per pupil in ADM, by school level
Current Expenditures Per Pupil Per Day (ADA)
Current Expenditures Per Pupil Per Day (ADM)

VI. Evaluation of Quality

The need arises at times for schools, school systems, accreditation associations, and other agencies to undertake an evaluation of the quality of the instructional program of a given school or school system. There are at least three types of evaluation, including (1) satisfying minimum or basic legal requirements, sometimes referred to as "approval," (2) determining the extent to which set standards of quality surpassing minimum legal requirements are met, sometimes referred to as "accreditation," and (3) determining the extent to which specified local needs and objectives are being met or have been met. In all three types the basis for evaluation or assessment is some predetermined requirement, standard, or objective to which actual performance is compared.[1]

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[1] See also the introductions to the X0700 Series on page 123 and to the X0500 Series on page 106.

The items presented in chapters 2 and 3 are quantitative in nature. They may be used to indicate whether or not given conditions exist within a school or school system; when totaled (as for pupils of a school or schools of a school system) they are an indication of the extent to which given conditions exist.

To make a judgment of quality, an evaluator must first ascertain whether or not a condition or practice exists and the extent to which it exists (the quantitative element mentioned above), and then apply a subjective value judgment as to the appropriateness, adequacy, and effectiveness of the condition or practice. This often is done by rating each condition or practice as "satisfactory" or "unsatisfactory"; "superior," "average," or "poor" ("or needs improvement"); or on a numerical continuum (for example, "0, 1, 2, 3, 4, 5") in which each rating is combined with other ratings of related conditions, perhaps with weightings for some ratings, for a total score.

The purposes of this handbook are limited to providing the means for identifying or describing selected practices and conditions, singly and in combination; any desired or required value judgments must be provided by some other source.

For purposes of evaluation of quality, the types of quantitative information included above as "measures" frequently are used in conjunction with the following types of information (many of which encompass items of chapter 3) in the statement of requirements, standards, or objectives as well as in the determination of the extent to which any such requirements, standards, or objectives have been satisfied or met:

- Location of school system (including region of the country and size, e.g., rural, village, town, or large city)

- Characteristics of community (including occupational structure of community; educational level of parents; cooperation of schools with community agencies; community attitude toward schools; local problems, e.g., juvenile delinquency, civil rights, and unemployment; and community planning for improvement of housing, recreation, and health needs) (See item X0710.30 and the X3300 Series of chapter 3.)

- Community resources (including the facilities, agencies, business, and persons outside the schools in the community that may be, or are, used by the schools for their educative values) (See the X3300 Series.)

- Characteristics of school system (e.g., size, organization, and effectiveness of administration) (See the 10000 Series of chapter 2.)

- Characteristics and needs of pupils (including the composition of pupil groups as indicated by numbers and proportions of pupils according to sex; age; race; range and median of mental ability; other psychological factors; physical factors; school placement; full-time or part-time attendance; educational and career intentions; range of school performance; standardized test results; performance on nationwide scholarship examinations; scholarship awards; Science Fair awards; nonschool performance; postschool performance; and mobility or stability) (See item X0710.50 and the X0900 Series of chapter 3.)

- The curriculum itself (including, for illustration, adequacy of scope and sequence, comprehensiveness or variety of offerings, remedial work, exploratory courses, work-study courses, evening courses for dropouts, courses for postgraduates, depth of study in given subject matter as illustrated by advanced placement courses, cocurricular activities, indications of meaningful innovation and experimentation, nature of objectives for which provision is made, use of appropriate teaching processes such as team teaching and independent study, adequacy and effectiveness of services supporting instruction, and articulation between successive schools and with out-of-school agencies)
- Characteristics of the instructional staff (e.g., number, preparation, experience, certification status, morale, assignments, and teaching load or pupil load) (See item X0752.10.)
- Services supporting instruction (including their nature, appropriateness, accessibility, adequacy, frequency of use, and effectiveness of management) (See item X0752.30 and the X3200 Series.)
- Facilities, including built-in equipment (considering, for example, quantities, adequacy, accessibility, and frequency of use) (See the X3500 Series.)
- Movable equipment, including library books (considering, for example, their appropriateness, quantities, adequacy, accessibility, and frequency of use, and including the number of books in the library and the number added to the library during the preceding year) (See the X3600 Series.)
- Supplies, including textbooks and films (considering, for example, their appropriateness, quantities, adequacy, and frequency of use, and including the number of periodical and newspaper subscriptions) (See the X3600 Series.)
- Finances (including the sources of funds, extent of financial resources, assessed valuation per pupil, amount and proportion of budget appropriations for the instructional program as a

whole and for various aspects of the instructional program, and the actual expenditures for the various budget items) (See Handbook II.[2]

Salaries and salary schedule (including the appropriateness and adequacy of the salary schedule for classroom teachers and for other categories of the instructional staff, and the distribution of classroom teachers according to selected salary categories)

Evaluation and curriculum improvement activities (See the X0700 Series.)

VII. Use of Information About Curriculum and Instruction in Research and Experimentation

The widespread implementation of the items of information in this handbook will result in the availability of vast quantities of comparable information which might be utilized for research purposes. Information most valuable for all purposes becomes available when comparable information is used within the schools and is forwarded, as required, to other agencies such as local school systems, State education agencies, other State agencies and associations, the United States Office of Education, other Federal agencies, and national associations.

When quantities of comparable information are available in computer or other storage facilities, they may be tapped comparatively easily for making meaningful totals and for comparing different variables. The use of agreed-on handbook items in local school systems will aid in eliminating duplication of requests for information from different sources and save time in obtaining the needed information. These common items may serve as a guide to researchers, providing some indication as to what items of information might be available and in what form. Use of these items will provide greater ease and significance of research for various types of governmental agencies at all levels, nongovernmental organizations of various scopes of operation, organizations of school systems, foundations operating in the field of education, accrediting associations, and college and university personnel.

As an illustration of the possible use of these comparable items in experimentation, personnel of the local school system might test out hypotheses about factors of significance in the learning process by identifying for given pupil groups, educational "input" items which vary (e.g., teacher qualifications, teacher personality, teaching methods, organization of classes, length and frequency of classes, variations in instructional content, and use of various instructional resources) to learn which of these factors have significant effect upon the educational "output" (as indicated by the performance of pupils in school, outside of school, and after leaving the school). Certain of these input items might be identified in this way as being "crucial," or as factors which significantly influence the quality of education. Needless to say, this illustration goes somewhat beyond current practice and well beyond the scope of the specifics or intent of this handbook.

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[2] Paul L. Reason and Alpheus L. White, Financial Accounting for Local and State School Systems: Standard Receipt and Expenditure Accounts. Washington: U.S. Government Printing Office, 1957. U.S. Department of Health, Education, and Welfare, Office of Education, State Educational Records and Reports Series: Handbook II, Bulletin 1957, No. 4.

Educators, public officials, and members of the general public have been expressing increased interest in the appraisal and evaluation of education throughout the United States. To be most meaningful, such appraisal and evaluation require that items of information reported from the various local school system, States, and regions be comparable. The universal use of this handbook--and of the other handbooks in the State Educational Records and Reports Series[3]--will give major assistance to making such comparability a reality.

This handbook has identified and defined or described those items of information about curriculum and instruction which should be available on a comparable basis throughout the United States. It has provided some guidelines for developing information systems based upon these items. The publication of this handbook, however, does not by itself ensure comparability or standardization of information about curriculum and instruction. Only when most or all of the States and local school systems use the handbook as a basis for records and reports about instructional programs will information that is truly comparable and combinable be available. When this point is reached, there will be significant improvement in the quality and usefulness of information about curriculum and instruction. The use of such information, contributing to enhanced knowledge and more effective decision making, should make possible a better education for pupils throughout the Nation.

3/ See page 9 for identification of these handbooks.

CHAPTER 7

GLOSSARY OF TERMS

This chapter contains definitions of terms used but not defined in the context of this handbook and such additional terms as seem necessary to common understandings underlying records and reports about curriculum and instruction in elementary, secondary, junior college and adult education. Terms defined elsewhere in this handbook may be located through the use of the index or through the classifications of Chapters 2 and 4.

This glossary is arranged alphabetically and includes a limited amount of cross-referencing. Where reference is made to a term included in the glossary, no page number is given; however, a page number is included where reference is made to a term in another portion of the handbook. Multi-worded terms are not inverted; groups of terms having common words may be located by using the index.

Many of the definitions have been taken directly from the previous handbooks of the State Educational Records and Reports Series: Handbooks I,[1] II,[2] III,[3] IV,[4] and V.[5] The respective handbooks from which definitions have been taken are indicated by the Roman numeral designation of the

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1/ Paul L. Reason, Emery M. Foster, and Robert F. Will, The Common Core of State Educational Information. Washington: U.S. Government Printing Office, 1953. U.S. Department of Health, Education, and Welfare, Office of Education, State Educational Records and Reports Series: Handbook I, Bulletin 1953, No. 8.

2/ Paul L. Reason and Alpheus L. White, Financial Accounting for Local and State School Systems: Standard Receipt and Expenditure Accounts. Washington: U.S. Government Printing Office, 1957. U.S. Department of Health, Education, and Welfare, Office of Education, State Educational Records and Reports Series: Handbook III, Bulletin 1957, No. 4.

3/ Paul L. Reason and George G. Tankard, Jr., Property Accounting for Local and State School Systems. Washington: U.S. Government Printing Office, 1959. U.S. Department of Health, Education, and Welfare, Office of Education, State Educational Records and Reports Series: Handbook III, Bulletin 1959, No. 22.

4/ Allan R. Lichtenberger and Richard J. Penrod, Staff Accounting for Local and State School Systems. Washington: U.S. Government Printing Office, 1965. U.S. Department of Health, Education, and Welfare, Office of Education, State Educational Records and Reports Series: Handbook IV, Bulletin 1965, No. 18.

5/ John F. Putnam and George G. Tankard, Jr., Pupil Accounting for Local and State School Systems. Washington: U.S. Government Printing Office, 1964. U.S. Department of Health, Education, and Welfare, Office of Education, State Educational Records and Reports Series: Handbook V, Bulletin 1964, No. 39.

handbook or, in the case of the handbook Financial Accounting for School Activities,[6] by the letters (FASA). Notation is included for those instances in which definitions from preceding handbooks have been modified to clarify their meaning when used to describe aspects of instructional programs.

1. Acceleration--The completion of a predetermined amount of schoolwork in less time than is required normally.

2. Administrative Unit--A geographic area which, for specified public school purposes, is under the supervision or control of a single board of education and/or administrative officer. This may be a State, intermediate, or local basic unit. (Handbook I, clarified) (IV) (V)

3. Adult--An individual who has reached a specified minimum legal age--usually 21 years. (IV) (V)

4. Adult Basic Education--Instruction in communicative, computational, and social skills for adults whose inability to effectively use these skills substantially impairs their getting or retaining employment commensurate with their real ability, in order to lessen or eliminate such inability, raise their level of education, and enable them to become more productive and responsible citizens.

5. Adult Education Program--A program of instruction for adults and out-of-school youth. (See also ADULT EDUCATION, page 93.) (V)

6. Adult School--A separately organized school providing instruction exclusively for adults and out-of-school youth. (V)

7. Annual Current Expenditures Per Pupil in ADA (Average Daily Attendance)--The annual current expenditures (including expenditures for administration, instruction, attendance and health services, pupil transportation services, operation of plant, maintenance of plant, and fixed charges) divided by the average daily attendance for the year. (See also CURRENT EXPENDITURES PER PUPIL.) (V)

8. Annual Current Expenditures Per Pupil in ADM (Average Daily Membership)--The annual current expenditures (including expenditures for administration, instruction, attendance and health services, pupil transportation services, operation of plant, maintenance of plant, and fixed charges) divided by the average daily membership for the year. (See also CURRENT EXPENDITURES PER PUPIL.) (V)

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[6] Everett V. Samuelson, George G. Tankard, Jr., and Hoyt W. Pope, Financial Accounting for School Activities. Washington, U.S. Government Printing Office, 1959. U.S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1959, No. 21.

9. Apprentice--A worker who is learning a recognized occupation in accordance with a written apprentice-training contract between him and his employer or employers which provides for a given period of planned work experience through employment on the job, supplemented by appropriate related instruction, and with other specified provisions of the arrangement.

10. Apprenticeship Training--An organized system for providing young people with the manipulative skills and technical or theoretical knowledge needed for competent performance in skilled occupations. The program usually involves cooperation among schools, labor, and management, since apprentices learn the skills of their craft through on-the-job work experiences, and the related theoretical information through classroom instruction. The minimum terms and conditions of apprenticeship are regulated by State and local statutes or agreements.

11. Area Vocational School--A public school which has been approved by the State board for vocational education to provide instruction in the occupations to residents of the State, a county, a major city, or another designated geographic area usually larger than one local basic administrative unit. (Handbooks IV and V, clarified)

12. Articulation--The manner in which the courses, cocurricular activities, and services of a school or school system are interrelated and interdependent, the aim being to facilitate the continuous and efficient educational progress of pupils (e.g., from one grade to the next, from elementary to secondary school, and from secondary school to college), and/or to interrelate the school's instructional program with the program of out-of-school educational institutions (e.g., the home, church, Boy Scouts, and welfare agencies).

13. Atypical Characteristic--A characteristic of an individual in a given chronological age group which is markedly different from that of the mean. (See also TYPE OF EXCEPTIONALITY and EXCEPTIONAL CHILDREN.) (V)

14. Atypical Pupil--A pupil revealing a physical, mental, or behavioral characteristic which is markedly different from that of the mean of his chronological age group. (See also ATYPICAL CHARACTERISTIC, EXCEPTIONAL CHILDREN, and EXCEPTIONAL PUPILS.) (V)

15. Audiolingual Approach--An approach to language instruction emphasizing that element of language (sound) which is spoken in normal, everyday, conversational interchange as differentialized from language as gesture or as writing. This sometimes is referred to as the "aural-oral" approach.

16. Auditory Handicap--An impairment in hearing that adversely affects the performance of an individual. A person identified as having an auditory handicap may be referred to as "hard of hearing" or "deaf," according to the nature and severity of his handicap. (V)

17. Average Membership Per School--The total membership of schools in a reporting unit, as of a given date, divided by the number of schools in the unit. (V)

18. Average Number of Children Per Attendance Area--The total number of children of school age in an administrative unit divided by the number of attendance areas within the administrative unit. (V)

19. Average Number of Children Per Local Basic Administrative Unit--The total number of children of school age in a given State (or intermediate unit) divided by the number of local basic administrative units within the State (or intermediate unit). (V)

20. Bachelor's Degree--A degree usually conferred upon the successful completion of a 4-year college program of studies. (IV) (V)

21. Balance--A purposeful variety in aims and objectives for pupils supported by an overall plan for instruction having flexibility in required and optional areas of content to be studied and diversity in types of learning experiences.

22. Basic Education--Elementary-level education--usually in the general areas of reading, writing, language skills, and arithmetic--given to enable an adult or out-of-school youth to pursue a program of occupational training or to function adequately as a citizen in a democratic society.

23. Boarding School--See RESIDENTIAL SCHOOL

24. Branch Campus--A campus of an institution of higher education which is located in a community different from that in which its parent institution is located and beyond a reasonable commuting distance from the main campus of the parent institution.

25. Cafeteria or Lunchroom--An area designed, or adapted, specifically for use in preparing meals for, or serving meals to, the student body or other groups, and providing facilities for eating such meals. (III)

26. Casework--The application of the casework method. As used in this handbook, this involves thorough studies of individual pupils by staff members skilled in the casework method. (IV)

27. Certificate of Training--See CERTIFICATE OF COMPLETION, page

28. Class--A group of pupils assigned to one or more teachers for a given period of time for the purpose of instruction in a situation where the teacher(s) and the pupils are in the presence of each other. (Handbooks IV and V, clarified)

29. Classroom Teacher--A staff member assigned the professional activities of instructing pupils--in self-contained classes or courses--in classroom situations for which daily pupil attendance figures for the school system are kept. (Handbook IV, clarified)

30. Classroom Teachers Per 1,000 Pupils in Average Daily Membership--The number representing the total full-time equivalency of classroom teaching assignments in a school system during a given period of time, multiplied by 1,000 and divided by the average daily membership (ADM) of pupils during this period. (V)

31. Combined Community College and Secondary School Plant--A school plant that houses on a permanent basis two schools only--a secondary school and a community college. (III) (V)

32. Combined Elementary and Secondary School Plant--A school plant that houses on a permanent basis two schools only--an elementary school and a secondary school. (Handbooks I and II, modified) (III) (IV) (V)

33. Community College--As used in this handbook, a junior college operated by the board of education of a local basic administrative unit (including the independent local board for one or more community colleges). Instruction is adapted in content, level, and schedule to the needs of the local community. (Handbooks I, II, and III, modified) (IV) (V) (See also JUNIOR COLLEGE, page 92.)

34. Completion of School Work--Completing a program of studies and withdrawing from school. This includes graduation from high school (grade 12) or college, or otherwise fulfilling the requirements for a prescribed program of studies. Midyear or yearend transfer to a higher grade within the same school is not considered as completion of schoolwork. (V)

35. Comprehensive High School--A secondary school with a number of departments (e.g., academic, industrial, business, vocational) offering a diversified program to meet the needs of pupils with varying interests and abilities. (IV) (V)

36. Computer Assisted Instruction--Programed instruction utilizing an electronic computer as the principal medium of instruction.

37. Concept--An idea or mental image of what a thing in general should be, especially a representation of the common elements or attributes distinguishing one group of objects or ideas from other groups.

38. Congressional District--A geographical area within a State, defined for electoral puposes and identified by a number or code.

39. Continuing Education--Adult education provided as an extension of college or university resources--through activities or media such as formal classes, correspondence study, radio, television, lectures, concerts, demonstration, and counseling--and designed to meet the unique educational needs of adults who have either completed or interrupted their formal education.

40. Continuity--The orderly, planned sequence of educational experiences, as from one grade, school level, stage of development, or aspect of subject-matter content to another.

41. Contracted Services--Those services rendered to the school system through contract or other agreement with a firm, company, individual, or other educational agency or institution, such services being performed by a person or persons not on the school staff.

42. Cooperative Education--A combination program of alternate schooling and employment (study and practice) conducted on an alternating schedule to provide legal employment for pupils, with organized on-the-job training and correlated school instruction.

43. Cooperative On-the-Job Training--An activity in which pupils in occupational programs of studies spend a portion of their time in supervised employment (i.e., in on-the-job training) in business or industry. This activity frequently is referred to as "cooperative work experience."

44. Cooperative Part-time Employment--Part-time employment combined with schoolwork through cooperation between the school and business or industry.

45. Correlation--A plan whereby teachers of courses in two or more subject-matter areas endeavor to relate the work of a given group of pupils in these areas to common large problem.

46. Course--An organization of subject matter and related learning experiences provided for the instruction of pupils on a regular or systematic basis, usually for a predetermined period of time (e.g., a semester, a regular school term, and a 2-week workshop). Credit toward graduation or completion of a program of studies generally is given pupils for the successful completion of a course. (Handbooks IV and V, modified)

47. Course of Study--A guide prepared by administrators, supervisors, consultants, and teachers of a school system or school as an aid to teaching a given course or an aspect of subject-matter content to a given type of pupil.

48. Credit--The unit of value, awarded for the successful completion of certain courses, intended to indicate the quantity of course instruction in relation to the total requirements for a diploma, certificate, or degree. Credits frequently are expressed in terms such as "Carnegie units," "credits," "semester credit hours," and "quarter credit hours." (IV) (V)

49. Cultural Handicap--As used in this handbook, an abonormality or variation in cultural background that adversely affects the school performance of an individual. Individuals with cultural handicaps may be classified into groups such as: the non-English speaking, immigrant children, functionally illiterate, and members of disadvantaged cultural groups.

50. Current Expenditures--All expenditures except for capital outlay and debt service. If accounts are kept on the accrual basis, current expenditures include total charges incurred, whether paid or unpaid. If accounts are kept on the cash basis, it includes only actual disbursements. (Handbooks I, II, and III and FASA, clarified)

51. Current Expenditures Per Pupil--Current expenditures for a given period of time divided by a pupil unit of measure. The term stands for the total expenditures in the 100 Series of accounts. Administration, through the 800 Series of accounts, Fixed Charges, as defined in Handbook II, for specified program areas, divided by the average daily membership or average daily attendance for the program areas involved. (Handbook II, clarified.) (V)

52. Current Expenditures Per Pupil Per Day (ADA)--The annual current expenditures per pupil in average daily attendance during the regular school term, divided by the number of days school was in session during this term. (V)

53. Current Expenditures Per Pupil Per Day (ADM)--The annual current expenditures per pupil in average daily membership during the regular school term, divided by the number of days school was in session during this term. (V)

54. Curtailed Session--A school session with less than the number of hours of instruction recommended by the State education agency. (V)

55. Day School--A school attended by pupils during a part of the day, as distinguished from a residential school where pupils are boarded and lodged as well as taught. (IV) (V)

56. Degree--A title conferred by a college or university as official recognition for the completion of a program of studies or for other attainment. (IV) (V)

57. Department--As used in this handbook, an administrative subdivision of a school with a teaching staff responsible for instruction in a particular subject-matter area or field of study, (e.g., English department, vocational department, science department, music department). (Handbooks IV and V, clarified)

58. Departmentalized Organization--The organization of instruction in such a way that teachers specialize in one or two subject-matter areas and give instruction in these areas to several classes. Under the departmentalized organization, pupils or teachers move from room to room for different classes during the school day. (Handbooks IV and V, clarified)

59. Differentiation--A plan making provision for individualized needs of the various pupils by enrichment or other modification of a common basic program.

60. Discipline--A broad, logically organized body of subject matter which is distinguished by its scholarly prestige.

61. Double Sessions--A school day with separate sessions for two groups of pupils in the same instructional space; e.g., one room used by one fourth-grade class in the morning and by another fourth-grade class in the afternoon; one school building used by high school juniors and seniors during a morning session, and by freshman and sophomores during an afternoon session. (V)

62. Dual Enrollment--An arrangement whereby a child or youth regularly and concurrently attends a public school part-time and a nonpublic school part-time, pursuing part of his elementary or secondary studies under the direction and control of the public school and the remaining part under the direction and control of the nonpublic school.

63. Early Childhood Education--Instruction at the nursery-kindergarten and primary levels.

64. Early Elementary Education--The portion of the elementary school program which includes the nursery, kindergarten, and grades or years one, two, and three.

65. Elementary Instructional Level--The general level of instruction provided for pupils in elementary schools, and any instruction of a comparable nature and difficulty provided for adults and out-of-school youth. (IV) (V)

66. Emotional Handicap--A deficiency or abnormality of the emotions that adversely affects the stability or performance of an individual. (V)

67. Enrichment Program--Supplementary instructional experiences provided pupils according to their special needs, abilities, and interests. For preschool culturally deprived children, this refers to experiences designed to aid in their transition from home to a school environment; emphasis is on language development in preparation for reading instruction; and, frequently, such programs are supplemented by counseling parents and with home visits by school staff members. For other pupils, such as the gifted or talented, this term refers to special instructional experiences provided in addition to instruction generally provided most pupils.

68. Equipment--Any instrument, machine, apparatus, or set of articles which (a) retains its original shape and appearance with use and (b) is nonexpendable; i.e., if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to repair it than to replace it with an entirely new unit. (Handbooks II and III, modified, based on the wording of P.L. 89-329.)

69. Evening Class--In vocational education, a class conducted during the nonworking hours for workers 16 years of age or over who are employed in a trade or industrial occupation. Instruction is intended to increase the skill or knowledge of workers in the trade or industrial occupation in which they are employed. Such classes may provide instruction for apprentices.

70. Exceptionality--As used in this handbook, a physical, mental, or behavioral characteristic by which technically or professionally qualified personnel identify individuals as significantly deviant in terms of their age group. (See also EXCEPTIONAL CHILDREN.) (V)

71. Exceptional Children--As used in this handbook, children who, because of certain atypical characteristics, have been identified by professionally qualified personnel as requiring special educational planning and services, whether or not such services are available. In general, the term "exceptional children" considers exceptionality on the basis of (a) physical handicap, (b) emotional and/or social handicap, and (c) measurable exceptionality in mental ability; i.e., mentally gifted and mentally retarded. Some exceptional children have more than one type of exceptionality. (Handbooks I and III, modified) (V)

72. Exceptional Pupils--Exceptional children, and adults identified as exceptional, receiving instruction in a program of special education. (See also EXCEPTIONAL CHILDREN and SPECIAL EDUCATION.) (V)

73. Excess Membership in Public Schools--Membership in excess of the normal pupil capacity of accessible publicly owned school plants in use. This includes any public school pupils housed in nonpublicly owned quarters or makeshift or improvised facilities as well as those who are in excess of the normal capacity in permanent publicly owned school plants (Based on I.) (V)

74. Extended-Day Sessions--A school day with separate times for different groups of pupils to start and end their sessions in the same school plant; e.g., high school juniors and seniors begin their session at 7:30 a.m. and the freshmen and sophomores begin their session at 8:30 a.m., the session for juniors and seniors ending 1 hour prior to the time the session ends for the freshmen and sophomores. (V)

75. Extended School Day--The part of the calendar day, following the daily session, when school-related activities and recreation are provided pupils by the school.

76. Extended Secondary School--See COMMUNITY COLLEGE.

77. Extension Work--Generally, instructional activities other than those connected with the instruction of pupils on the campus. Extension work includes correspondence study, classes for part-time pupils off the campus or at unusual hours on the campus, and similar instructional arrangements.

78. Extraclass Activities--See COCURRICULAR ACTIVITIES.

79. Final Mark--A mark given to a pupil upon the completion of a course, representing an evaluation of the work done for the entire course and entered upon the permanent records of the pupil. (See also MARK.) (V)

80. Followup Study--A study made of the experiences or status of former pupils, either for the purpose of assisting them in further adjustment or for securing information to help improve instruction or guidance for those still in school. In vocational education, this term refers to a research activity designed to determine what occupations are pursued by graduates and/or other former pupils in occupational programs, and how effective was their preparation in relationship to job requirements.

81. Forum--A public meeting at which topics are discussed by leaders and the audience. (V)

82. Full-Day Session--A school session which contains at least the minimum number of hours recommended by the State education agency for a full day of attendance in a given elementary or secondary grade other than kindergarten or nursery. (V)

83. Full-Time Pupil--A pupil who is carrying a full course load as determined by the State or the local school system. (V)

84. Gainful Employment--Employment in a recognized occupation for which persons normally receive a wage, salary, fee, or profit.

85. Graded School--A school composed of separate standard grades or combinations of grades which serve as the basis for organizing pupils into classes and which also represent the work of each regular school term.

86. Half-Day Session--A school session which contains the minimum number of hours recommended by many State education agencies for kindergarten or nursery instruction, when the length of this session approximates half the number of hours recommended for a full-day session in other elementary grades. Kindergarten and nursery pupils attending a half-day session are in membership for the full day. However, for purposes of obtaining statistical comparability only, pupil-staff ratios involving these pupils are computed as though these pupils were in membership for a half day. (V)

87. Handicap--An atypical physical, mental, or behavioral condition that adversely affects the performance of an individual. (V)

88. Higher Education--Education above the level of the secondary school, usually beginning with grade 13, which is provided by colleges, universities, graduate schools, professional schools, and technical institutes.

89. High School Postgraduate--A pupil who, after graduating from high school (grade 12), enters a secondary school for additional school work. (IV) (V)

90. Homebound Instruction--See INSTRUCTION FOR HOMEBOUND PUPIL.

91. Homebound Pupil--A pupil who is unable to attend classes and for whom instruction is provided at home by a teacher. (See also INSTRUCTION FOR HOMEBOUND PUPIL.) (V)

92. Homework--School assignments--in preparation for a given course or subject matter area--to be completed within a specified time limit and during nonclass time.

93. Hospital Instruction--Instruction provided in a hospital, sanitorium, or convalescent home. (V)

94. Incomplete High School--A secondary school which offers less than four full years of work beyond grade 8 in a school system that is organized in such a manner that grades N, K, or 1 through 8 constitute the elementary grades. These are sometimes called truncated high schools. (I) (II) (III) (IV) (V)

95. Individual Instruction--An arrangement whereby a pupil receives instruction by himself and not as a part of a class. (V)

96. In-School Instruction--Instruction received by a pupil within the school plant. (V)

97. Instruction--The activities dealing with the teaching of pupils or with improving the quality of teaching.

98. Instruction for Homebound Pupil--Individual instruction by a teacher, usually at the home of a pupil who is unable to attend classes. In some instances, such instruction is augmented by telephone communication between the classroom and the pupil or by other means. (Handbook IV, extended) (V)

99. Instructional Level--An indication of the general nature and difficulty of instruction; e.g., elementary instructional level, secondary instructional level, and postsecondary instructional level. (V)

100. Integration--The process of combining subject-matter content from various subject matter areas into one unified course, project, or unit; e.g., including the teaching of history, geography, science, art, music, and English language arts in the study of the Westward Movement.

101. Intermediate Administrative Unit--An administrative unit smaller than the State which exists primarily to provide administrative consultative, advisory, or statistical services to local basic administrative units, or to exercise certain regulatory and inspectoral functions over local basic administrative units. An intermediate unit may operate schools and contract for school services, but it does not exist primarily to render such services. Such units may or may not have taxing and bonding authority. Where there is a supervisory union board, the union is included as an intermediate unit. (Handbooks I and II, clarified)(IV)(V)

102. Intermediate Elementary Grades--The grades between the primary grades and the upper elementary grades or the junior high school grades, usually grades 4, 5, and 6. (IV) (V)

103. Interscholastic Athletics--Organized games and athletic activities engaged in by pupils specifically trained for such purposes with similarly trained pupils from other schools. (FASA, clarified)

104. Intramural Athletics--Organized games and athletic activities engaged in by pupils of a school with other pupils from the same school. The intramural program may be an integral part of the physical education program or a distinctive program of its own; in either case, the program must be confined to a single school. (FASA)

105. Item of Information--As used in this handbook, a descriptive heading under which is recorded information about curriculum and instruction.

106. Junior High School--A separately organized and administered secondary school intermediate between the elementary and senior high schools. (Handbooks I, II, and III, clarified) (IV) (V)

107. Kindergarten--A group or class that is organized to provide educational experiences, for children during the year or years immediately preceding the first grade, which are a part of the sequential program of the elementary school and are under the direction of a qualified teacher. A kindergarten class may be organized as a grade of an elementary school or as part of a separate kindergarten school. In some school systems, such a group is called "preprimary" or "junior primary." (Handbooks IV and V, modified)

108. Kindergarten School--A separately organized and administered elementary school only for beginning groups of children during the year or years immediately preceding the primary level.

109. Laboratory, Model, or Practice School--An elementary or secondary school in which part or all of the teaching staff consists of cadet or student teachers and the control and operation of the school rests with an institution which prepares teachers. (Handbook I, clarified) (V)

110. Language Laboratory--A room equipped for language instruction in which tape recorders, projectors, record players, and other devices are used singly or in combination.

111. Lay Readers--College graduates, usually housewives, who are not teachers but who read and help mark English compositions on a part-time basis under the supervision of a fully qualified classroom teacher.

112. Learning Resources Center--A specially designed space containing a wide range of supplies and equipment for the use of individual pupils and/or small groups pursuing independent study. Among learning resources frequently provided are an open stock library (including books and programed materials), a variety of audiovisual equipment and supplies (including projectors and films, tape recorders and tapes, maps, globes, and models), and spaces for individual and small groups to study, preview films, and hold meetings.

113. Level of Performance--A predetermined level or stage of performance, or degree of proficiency, as designated by a school or school system.

114. Local Basic Administrative Unit--An administrative unit at the local level which exists primarily to operate public schools or to contract for public school services. Normally, taxes can be levied against such units for school purposes. These units may or may not be coterminous with county, city, or town boundaries. This term is used synonymously with the term "school district." (Handbooks I, II, and III, clarified) (IV) (V)

115. Mark--A rating of achievement or academic progress assigned on the basis of some predetermined scale; e.g., letters (A, B, C, D, F), numbers (4, 3, 2, 1, 0), words or phrases (outstanding, satisfactory, needs improvement), and percentages. (V)

116. Measure--A unit of measurement to which reference may be made for purposes of description, comparison, and evaluation. Many measures are obtained by computation involving one or more items of information. (IV) (V)

117. Median Age of Pupils--For a given group of pupils, the age that evenly divides the distribution of pupils when classified by age, i.e., the age so selected that 50 percent of the total number of pupils is older and 50 percent is younger. (V)

118. Mental Handicap--An impairment in learning potential that adversely affects the performance of an individual. (See also MENTAL RETARDATION.) (V)

119. Mentally Deficient--See MENTALLY RETARDED, page 154.

120. Model--A scale replica or representation of reality. The scale may be miniature, exact size, or enlargement, and the model itself may or may not be manipulative.

121. Model School--See LABORATORY, MODEL, OR PRACTICE SCHOOL

122. Moderately Mentally Retarded--See EDUCABLE MENTALLY RETARDED, page 155.

123. Multigrade Class--A class composed of pupils in 2 or more grades and having no particular differences in learning experiences due to grade standing of pupils; e.g., a secondary school general science class for freshmen and sophomores. (See also MULTIGRADED CLASS and UNGRADED CLASS.)

124. Multigraded Class--A class including more than one grade and in which pupils may be identified by grade level; e.g., the single class of a one-teacher school or one-room elementary school. (See also MULTIGRADE CLASS and UNGRADED CLASS.)

125. Neighborhood School--A school within easy walking distance of the pupils' homes.

126. Noncourse Activities--See COCURRICULAR ACTIVITIES, page 623.

127. Noncredit Course--A course for which pupils do not receive credit applicable toward graduation or completion of a program of studies. (V, edited)

128. Nongraded Class--See UNGRADED CLASS.

129. Nursery--A beginning group or class that is organized to provide educational experiences, for children during the year or years preceding the kindergarten, which are a part of the sequential program of the elementary school and are under the direction of a qualified teacher. A nursery class may be organized as a grade of an elementary school or as a part of a separate nursery school. (Handbooks IV and V, modified)

130. Nursery School--A separately organized and administered elementary school only for beginning groups of children during one or more years preceding a kindergarten.

131. Occupational Field--A group of recognized occupations having many similarities, including the following characteristics in common: the type of work performed; the basic aptitudes, and the acquired knowledge and training required; the tools, machines, instruments, and other equipment used; and the basic materials used.

132. One-Teacher School--A school in which one teacher is employed to teach all grades authorized in the school, regardless of the number of rooms in the building. There are two classifications of one-teacher schools used in Handbook I: (a) Those with four or less grades, and (b) those with five or more grades. Pupils do not necessarily have to be enrolled in all grades in the reported year. (Handbook I, clarified)

133. On-the-Job Training--A program of instruction provided to an employed worker by the employer during the normal working hours of the occupation.

134. Out-of-School Youth--Persons under 21 years of age, excluding children below school age, who (a) are not full-time elementary or secondary school pupils, or under the provisions of compulsory attendance and (b) are not taking courses for college credit toward degrees or equivalent certificates. A pupil is not considered to be an out-of-school youth when he is not attending school during a vacation period. (IV) (V, modified)

135. Outdoor Education--A means of curriculum enrichment that is experienced in and through the outdoors. In achieving this means of enrichment, instruction is adapted largely to the utilization of resources and activities unique or more appropriate to the outdoor setting, where pupils, instructors, and others may stay for several days.

136. Part-time Class--In vocational education, a class--for persons who have entered upon employment--which is conducted during what would be the usual working hours of the enrollees.

137. Part-time Extension Class--In vocational education, a class for workers employed in a trade or industrial occupation who have terminated their full-time education in elementary school. Such a class provides instruction which is supplemental to employment, may include instruction for apprentices, and is conducted during what would be the usual working hours of the enrollees.

138. Part-time General Continuation Class--In vocational education, a class for persons under 18 who have terminated their full-time education in elementary or secondary school to enter upon employment. Such a class is designed to increase civic intelligence rather than to develop specific occupational competence and is conducted during what would be the usual working hours of the enrollees.

139. Part-time Preparatory Class--In vocational education, a class for persons who have entered upon employment and are enrolled for instruction designed to prepare them for employment in a trade and industrial occupation other than that in which they are or have been employed. Such a class is conducted during what would be the usual working hours of the enrollees.

140. Part-time Pupil--A pupil who is carrying less than a full course load as determined by the State or the local school system. (V)

141. Percentage of Attendance--The average daily attendance during a given reporting period divided by the average daily membership for the period, expressed as a percentage; or, the aggregate days attendance divided by the aggregate days membership, expressed as a percentage. (V)

142. Percentage of Exceptional Children in Special Classes or Schools--The number of resident exceptional children entered in special classes or schools, divided by the total number of resident children identified as exceptional, expressed as a percentage. (V)

143. Percentage of High School Graduates Who Completed Courses in Given Subject Areas--The number of pupils in a given high school graduation group who completed courses in each of a number of specific subject areas, divided by the total number of pupils in the group, expressed as a percentage. (Handbook V, clarified)

144. Percentage of Pupils Currently Enrolled in Courses in Given Subject Areas--The number of pupils in a given school group who are enrolled in courses in each of a number of specific subject areas, divided by the total number of pupils in the group, expressed as a percentage. (Handbook V, modified)

145. Percentage of Pupils in Nonpublic Schools--The number of pupils of a given age group or type of instructional organization entered in nonpublic schools, divided by the total number of pupils in this age group or type of instructional organization entered in all schools, expressed as a percentage. (V)

146. Percentage of Pupils Making Normal Progress--The number of pupils making normal progress during a given reporting period, divided by the membership at the close of the period, expressed as a percentage. (V)

147. Percentage of Pupils Not Promoted (or Retained)--The number of pupils who, at the close of a given reporting period (usually a regular school term), are reassigned to the same grade, divided by the membership at the close of the period, expressed as a percentage. Pupils in ungraded classes are not considered "not promoted" unless (and until) they are asked to spend more than the usual amount of time in such classes. (V)

148. Percentage of Pupils Participating in Various Activities--The number of pupils who, during a given reporting period (e.g., a given regular school term), take part in each of a number of specific activities, divided by the average daily membership of pupils in the group, expressed as a percentage. (V)

149. Percentage of Pupils Promoted--The number of pupils promoted during or at the close of a given reporting period (usually a regular school term), divided by the membership at the close of the period, expressed as a percentage. For reporting purposes, pupils in ungraded classes who have made satisfactory progress may be considered separately or they may be considered promoted. (V)

150. Percentage of Total Excess Public School Membership--Total excess membership in public schools divided by the normal pupil capacity of accessible publicly owned school plants in use, expressed as a percentage. (See also EXCESS MEMBERSHIP IN PUBLIC SCHOOLS and PUPIL CAPACITY OF A SCHOOL PLANT.) (V)

151. Percentage of Total Membership Being Provided Appropriate Special Education--The number of pupils who have been identified as exceptional by professionally qualified personnel and who are being provided appropriate special education, divided by the total membership, expressed as a percentage. These pupils may be considered also in smaller groups according to type of exceptionality, e.g., blind, deaf, mentally retarded, etc. (V)

152. Physical Handicap--An atypical physical condition that adversely affects the performance of an individual. Individuals with marked physical handicaps may be classified into groups such as: the blind, the partially seeing, the deaf, the hard of hearing, the speech impaired, the crippled, and those having special physical health problems resulting from various diseases and conditions. (V)

153. Post High School Level--See POSTSECONDARY INSTRUCTIONAL LEVEL

154. Postsecondary Instructional Level--The general level of instruction provided for pupils in college programs, usually beginning with grade 13, and any instruction of a comparable nature and difficulty provided for adults and out-of-school youth. (IV) (V)

155. Preprimary School--A separately organized and administered elementary school for pupils in the year or years preceding the first grade. This may include pupils in the prekindergarten (or nursery) and kindergarten years or grades.

156. Prerequisite--A course (completed successfully) or other requirement which is necessary as a preliminary to participation in a given activity or succeeding course.

157. Prevocational Education--Orientation to a number of different occupational areas and counseling designed to assist a person in determining the occupational area(s) in which he might best be trained.

158. Primary Grades--The elementary grades preceding the intermediate grades, usually grades 1, 2, and 3. (IV) (V)

159. Primary School--A separately organized and administered elementary school for pupils at the primary level, usually including grades 1, 2, and 3 or equivalent.

160. Principle--A comprehensive generalization describing some fundamental process, constant mode of behavior, or property relating to natural phenomena.

161. Private or Nonpublic School--A school established by an agency other than the State, subdivisions of the State, or the Federal Government, or established by an individual, which usually is supported primarily by other than public funds, and the operation of whose program rests with other than publicly elected or appointed officials. (Handbooks I and II, modified; Handbooks IV and V, modified)

162. Professional Educational Staff Per 1,000 Pupils in Average Daily Membership--The number representing the total full-time equivalency of professional educational assignments in a school system during a given period of time, multiplied by 1,000 and divided by the average daily membership of pupils during this period. (IV) (V)

163. Public School--A school operated by publicly elected or appointed school officials in which the program and activities are under the control of these officials and which is supported primarily by public funds. (Handbooks I, II, III, IV, and V, clarified)

164. Pupil Capacity of a School Plant--The pupil membership that can be accommodated in the classrooms and other instruction areas of the plant for the school day according to existing State approved standards, exclusive of multiple sessions. (See also MEMBERSHIP in Handbook V and Account 240, Instruction Areas in Building in chapter 2 of Handbook II.) (III and V, edited)

165. Pupil-Principal Ratio (As of a Given Date)--The number of pupils in membership as of a given date divided by the number representing the full-time equivalency of all school direction and management assignments serving these pupils as of the same given date. (IV) (V)

166. Pupil-Professional Educational Staff Ratio (As of a Given Date)--The number of pupils in membership as of a given date divided by the number representing the full-time equivalency of all professional educational staff assignments serving these pupils as of the same given date. (IV) (V)

167. Pupil-Professional Educational Staff Ratio (For a Period of Time)--The average daily membership of pupils, for a given period of time, divided by the number representing the total full-time equivalency of all professional educational assignments in the school system during the same period. (V)

168. Pupil-School Librarian Ratio (As of a Given Date)--The number of pupils in membership as of a given date divided by the number representing the full-time equivalency of all school librarian assignments serving these pupils as of the same given date. (IV) (V)

169. Pupil-School Librarian Ratio (For a Period of Time)--The average daily membership of pupils, for a given period of time, divided by the number representing the total full-time equivalency of school librarian assignments serving these pupils in school libraries during the same period. (V)

170. Pupil-Teacher Ratio (For a Period of Time)--The average daily membership of pupils, for a given period of time, divided by the number representing the total full-time equivalency of all teaching assignments serving these pupils during the same period. (V)

171. Pupil-Total Staff Ratio (As of a Given Date)--The number of pupils in membership as of a given divided by the number representing the full-time equivalency of all staff assignments serving those pupils as of the same given date. (IV) (V)

172. Pupil-Total Staff Ratio (For a Period of Time)--The average daily membership of pupils in a school system or school, for a given period of time, divided by the number representing the total full-time equivalency of all staff assignments in the school system or school during the same period. (Handbook V, extended)

173. Pupils Per Acre--The average daily membership of a school divided by the total number of developed and undeveloped acres in the school site. (III) (V)

174. Quarter Credit Hour--A unit of value, frequently used in higher education, indicating for a course the number of hours (or equivalency) of instruction per week for a school term of one quarter. A full-time college student making normal progress earns about 45 to 48 quarter credit hours in the academic year, 3 quarters constituting the work of the usual academic year. Quarter credit hours are converted to semester credit hours on the basis of one quarter credit hour equalling two-thirds of a semester credit hour. (Handbook IV, modified)

175. Reading Level--A level of achievement attained by readers, generally defined in terms of stages of reading development or grade placement of reading books; e.g., the reading-readiness level and the second grade level.

176. Record--A collection of information which is prepared by a person, unit, or organization for the use of that person, unit, or organization. (Handbooks I, II, and III, extended) (IV) (V)

177. Refresher and Reorientation Training for Professionals--Under P.L. 87-415 as amended, short intensive courses for unemployed or potentially unemployed professional persons who are not seeking to qualify for initial employment in a professional occupation but who need to develop their particular professional skills or a new skill so as to maintain their present employment or qualify for new employment within their professions.

178. Regular Class--The general type of class in which most pupils receive instruction, including most classes other than those which are composed of exceptional pupils. (See also SPECIAL CLASS FOR EXCEPTIONAL PUPILS.) (V)

179. Regular 4-Year High School--See FOUR-YEAR HIGH SCHOOL, page 92.

180. Released Time--An arrangement whereby a public school officially and regularly excuses one or more full-time public school pupils for part of a session so the pupil may receive religious instruction in a nonpublic facility such as a sectarian school or church.

181. Report--A collection of information which is prepared by a person, unit, or organization for the use of some other person, unit, or organization. (Handbooks I, II, and III, modified) (IV) (V)

182. Reporting Period--A period of time for which a report is prepared (e.g., a calendar year, school year, regular school term, summer school term, semester, or marking period). (IV) (V)

183. Reporting Unit--The organizational unit submitting a report (e.g., a State department of education, an intermediate administrative unit, a local basic administrative unit, or a school). (IV) (V)

184. Residential School--An educational institution in which pupils are boarded and lodged as well as taught. (V)

185. Residential School for Special Education--A residential school providing a program of special education for exceptional pupils. (See also SCHOOL FOR EXCEPTIONAL CHILDREN.) (V)

186. School District--A term used synonymously with the term, "local basic administrative unit." See LOCAL BASIC ADMINISTRATIVE UNIT. (II) (III) (IV) (V)

187. School for Exceptional Children--A special school composed of children who have been identified by professionally qualified personnel as requiring special educational planning and services. (See also EXCEPTIONAL CHILDREN.) (Handbook III, modified) (V)

188. School Holiday--A day on which school is not conducted either because of legal provisions or because of designation by the board of education as a holiday. Since such days are not considered as days in session, the pupils are considered as being neither present nor absent on school holidays. (V)

189. School Month--For school record keeping purposes, a period frequently construed to comprise 20 school days, or 4 weeks of 5 days each.

190. School Plant--The site, buildings, and equipment constituting the physical facilities used by a single school or by two or more schools sharing the use of common facilities. (I) (II) (III) (IV) (V)

191. School Term--A prescribed span of time when school is open and the pupils are under the guidance and direction of teachers. (See also REGULAR SCHOOL TERM, on page 110., and SUMMER SCHOOL TERM, on page 112.

192. Secondary Instructional Level--The general level of instruction provided for pupils in secondary schools and any instruction of a comparable nature and difficulty provided for adults and out-of-school youth. (IV) (V)

193. Self-Contained Class--A class having the same teacher for all or most of the daily school session. (IV) (V)

194. Semester--Half of a regular school term, usually 16 to 18 weeks in duration. (V)

195. Semester Credit Hour--A unit of value, frequently used in higher education, indicating for a course the number of hours (or equivalency) of instruction per week for a school term of one semester. A full-time college student making normal progress earns about 30 to 32 semester credit hours in the academic year, 2 semesters constituting the work of the usual academic year. (Handbook IV, modified)

196. Session--The period of time during the school day when a given group of pupils is under the guidance and direction of teachers. (IV) (V)

197. Sequence--The order of presentation of aspects of the instructional program, as within a grade, a course, or a series of grades or courses.

198. Sequential Study--A plan for the logical ordering of the presentation of various aspects of content and learning experiences, whether among a series of schools, among a series of grades or courses, or within a grade or course.

199. Severely Mentally Retarded--See CUSTODIAL MENTALLY RETARDED, page 155.

200. Staggered Sessions--See EXTENDED-DAY SESSIONS.

201. Shared Facilities--Either public school buildings, sites, or equipment regularly used without rental fee by nonpublic school pupils who are under the immediate supervision and control of nonpublic school officials, or nonpublic school buildings, sites, or equipment regularly used without rental fee by public school pupils who are under the immediate supervision and control of public school officials.

202. Shared Time--See DUAL ENROLLMENT.

203. Skills--Abilities acquired by observation, study, or experience in mental and/or physical performance (e.g., proficiency in planning and investigating, operational techniques, comprehension, organization, execution, remembrance, and application of knowledge to acquire a desired result) basic to the mastery of school work or other activity.

204. Social Handicap--An abnormality or variation in interpersonal relationships that adversely affects the social adjustment of an individual. (V)

205. Socially Maladjusted--Individuals having unusual difficulty in interpersonal relationships. (See also SOCIAL HANDICAP.) (V)

206. Special Class for Exceptional Pupils--A class, composed of exceptional children, or adults identified as exceptional, for whom a program of special education is provided. (See also EXCEPTIONAL CHILDREN and SPECIAL EDUCATION.) (V)

207. Special Education--As used in this handbook, educational provisions which are different from or in addition to those provided in the usual school program and are provided for exceptional pupils by specially qualified personnel. Special education may be provided in special classes on a full-time or part-time basis; outside the school plant in the pupil's home, a hospital, a sanatorium, or a convalescent home; or in other appropriate settings. (See also EXCEPTIONAL PUPILS and EXCEPTIONAL CHILDREN.) (V)

208. Special School--See SCHOOL FOR EXCEPTIONAL CHILDREN.

209. Special Youth Project--Under P.L. 87-415 as amended, a project providing guidance, counseling, testing, basic education, basic work skills, social adjustment, occupational training, or other appropriate instruction or services to meet the needs of youths, 16 years of age or older, who because of inadequate educational background and work preparation are unable to qualify for and obtain employment without such training or education.

210. Speech Handicap--Speech which deviates from that spoken by others in group to the extent that it calls attention to itself and interferes with communication. (V)

211. Spiral Curriculum--A plan of curriculum organization by which pupils repeat the study of an aspect of subject-matter content in two or three different grades (usually nonconsecutive), each time at a higher level of difficulty.

212. Standardized Test--A test composed of a systematic sampling of behavior, having data on reliability and validity, administered and scored according to specific instructions, and capable of being interpreted in terms of adequate norms. (V)

213. State Vocational Education Plan (State Plan)--A written description of the State's vocational education programs submitted to and approved by the U.S. Commissioner of Education as a condition for the allotment of Federal funds. It sets forth the State's authority under State law for its administration of such programs and includes the policies to be followed by the State in maintaining, extending, and improving existing vocational education programs, and in developing new programs.

214. Student Body Activities--Cocurricular activities for pupils, such as entertainments, publications, and clubs, that are managed or operated by pupils under the guidance or supervision of staff members. (See also STUDENT ORGANIZATION.) (Handbook II and FASA, modified) (Handbook V, edited)

215. Student Organization--A group of pupils organized into a single body for the purpose of pursuing common goals and objectives. Such organizations include the various types of clubs and class organizations which, with the approval of appropriate school authorities, are managed and operated by pupils under the guidance or supervision of qualified adults. (See also STUDENT BODY ACTIVITIES and COCURRICULAR ACTIVITIES.) (FASA, modified) (V)

216. Student Organization, Class or Grade--An organized group of pupils who, by virtue of having completed a designated number of grades, pursue common goals and objectives. Such organizations include the senior, junior, sophomore and freshman classes, and the elementary school grades. They are managed and operated by pupils under the guidance or supervision of appropriate staff members. (FASA, modified) (V)

217. Student Organization, Club--An organized group of pupils having as its main objective the furtherance of a common interest. Such organizations include social, hobby, instructional, recreational, athletic, honor, dramatic, musical, and similar clubs and societies which, with the approval of appropriate school authorities, are managed and operated by the pupils under the guidance or supervision of qualified adults. (FASA, modified) (V)

218. Subject--As used in this handbook, an organized body of knowledge which may be more comprehensive than a course but is less comprehensive than a subject area. For example, the subject of American history may be one course or it may be comprised of two courses, such as (a) American history up to the Civil War, and (b) American history from the Civil War to the present.

219. Subject Matter--A body of facts, understandings, processes, skills, values, and appreciations related to a specific aspect of human activity and experience. Subject matter is accumulated knowledge, including the principles, laws, operative skills, and appreciations appropriate to any discipline.

220. Subject-Matter Area--A grouping of related subjects or units of subject matter under a heading such as English (language arts), foreign languages, art, music, natural sciences, industrial arts, home economics, agriculture, business education, physical education, and health and safety education. (This is a modification of the definition of Content Area, in Handbooks IV and V.)

221. Subject-Matter Content--The knowledge, skills, appreciations, and attitudes comprising the substance of any subject-matter area to be acquired by the learner.

222. Summer School--See SUMMER SCHOOL TERM, page 112.

223. Supplementary Program--A program that is offered as supplemental training to persons already employed.

224. Teacher--A staff member performing assigned professional activities in guiding and directing the learning experiences of pupils in an instructional situation. (Handbooks I and II, modified) (IV) (V)

225. Teacher Aide--A staff member performing assigned activities of a nonteaching nature which are not classified as professional educational, but which assist a staff member to perform professional educational teaching assignments. (IV)

226. Teacher-Instructional Supervisor Ratio--The total of the full-time equivalencies of all teaching assignments as of a given date divided by the total of the full-time equivalencies of all assignments for supervision of instruction as of the same date. (Handbook IV, modified)

227. Teachers Other Than Classroom Teachers Per 1000 Pupils in Average Daily Membership--The number representing the total full-time equivalency of teaching assignments less the number representing the total full-time equivalency of classroom teaching assignments in a school system during a given period of time, multiplied by 1,000 and divided by the average daily membership of pupils during the period. (V)

228. Teachers Per 1,000 Pupils in Average Daily Membership--The number representing the total full-time equivalency of teaching assignments in a school system during a given period of time, multiplied by 1,000 and divided by the average daily membership of pupils during this period. (V)

229. Teaching--The process of imparting knowledge, skills, attitudes, and/or appreciations to pupils by means of a systematic method of instruction.

230. Teaching--A device for presenting programed instruction. See also PROGRAMED INSTRUCTION, page 214.

231. Team Teaching--Classroom instruction which involves two or more teachers who are jointly responsible for planning instruction and for teaching a given group of pupils in a given grade or combination of subject-matter areas.

232. Technical High School--See VOCATIONAL, AND/OR TECHNICAL HIGH SCHOOL.

233. Technical Institute--An institution, or a division of an institution, offering instruction primarily in one or more of the technologies at the postsecondary instructional level. (See also items of information in chapters 4 and 5 under Technical Education, Agriculture, Health Occupations, and Office Occupations.) (Handbook V, modified)

234. Telecourse--A full sequence of lessons offered over closed-circuit or broadcast television for credit or for auditing purposes. Telecourse instruction may include written work requirements, reading assignments, and/or examinations.

235. Training--Under P.L. 87-415 as amended, a planned and systematic sequence of instruction under competent supervision designed to impart predetermined skills, knowledge, or abilities with respect to designated occupational objectives; and, in addition to occupational training, may include, to the extent necessary, basic education, prevocational training, refresher and reorientation training for professionals, and such direction and supervision as may be required by an agency or institution to conduct the training.

236. Transcript--An official record of pupil performance showing all schoolwork completed at a given school and the final mark received in each portion of the instruction. Transcripts often include an explanation of the marking scale used by the school. (V)

237. Type of Exceptionality--A general type of characteristic by which individuals are identified as being exceptional. (See also EXCEPTIONALITY.) (V)

238. Undivided High School--See FIVE- OR SIX-YEAR HIGH SCHOOL, page 92.

239. Ungraded Class--A class which is not organized on the basis of grade and has no standard grade designation. This includes regular classes which have no grade designations, special classes for exceptional pupils which have no grade designations, and many adult education classes. Such a class is likely to contain pupils of different ages who, frequently, are identified according to level of performance in one or more areas of instruction rather than according to grade level or age level. Ungraded classes sometimes are referred to as "nongraded." (See also REGULAR CLASS and SPECIAL CLASS FOR EXCEPTIONAL PUPILS.) (Handbooks IV and V, extended)

240. Ungraded Elementary School--An elementary school which is not organized on a grade basis, but which offers work on the elementary instructional level. (IV) (V)

241. Ungraded High School--A secondary school which is not organized on a grade basis, but which offers work on the secondary instructional level. (IV) (V)

242. Ungraded Primary Unit--An organization, for all or a portion of the primary years of school, which has no grade designations or grade-level standards. (See also UNGRADED SCHOOL.)

243. Ungraded School--A school which has no grade designations or grade level standards. In such a school pupils are classified in terms of near-equal achievement, with pupils being reclassified frequently according to individualized goals. Aspects of subject matter taught are designed for the various abilities of individual pupils. Frequently provision is made for independent study and research by pupils as well as for permissive self-selection of problems and materials. Achievement standards vary with the rate of learning for different pupils and pupil advancement can occur at any time.

244. Unit of Instruction--A major subdivision of instruction within a given course or within an aspect of subject-matter content provided for a given grade group or other group of pupils.

245. Upper Elementary Grades--The elementary grades following the intermediate elementary grades, usually grades 7 and 8 in an 8-4 organizational pattern. (IV) (V)

246. Visual Handicap--An impairment in vision that adversely affects the performance of an individual. A person identified as having a visual handicap may be referred to as "partially seeing" or "blind," according to the nature and severity of his handicap. (V)

247. Vocational and/or Technical High School--A secondary school which is separately organized and administered under a principal for the primary purpose of offering training in one or more semiskilled, skilled, or technical occupations. It includes such schools whether Federally aided or not and whether serving one local basic administrative unit or a larger area. Departments of other types of high schools which offer courses or programs in areas such as business, agriculture, home economics, industrial arts, and other vocational and/or technical areas are not considered as separately organized vocational or technical high schools. (This is a modification of Vocational or Trade High School in Handbooks I, II, III, IV, and V.)

(NOTE: This is a single page for illustrative purposes only.)

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